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L YOUTH AND THE LAW

A REPORT ON KNOWLEDGE ABOUT THE LAW

FINAL REPORT OF THE COMMITTEE ON YOUTH AND THE LAW

June 14, 1974.

THE
**SOCIAL
PLANNING**
and RESEARCH COUNCIL
of Hamilton and District

MEMBERS OF THE COMMITTEE ON YOUTH AND THE LAW

FIRST MEETING AS A COMMITTEE HELD ON NOVEMBER 17, 1971

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CHAPTER 1

INTRODUCTION

This report describes the results of a study about young people's knowledge of the law and about the relationship of knowledge to deterrence. The study was undertaken by the Committee on Youth and the Law of the Social Planning and Research Council of Hamilton and District. Information about what young people know about the law was obtained by means of a questionnaire, and research and theory about deterrence to crime was identified in the existing literature. The information sought on the questionnaire concerned knowledge of the law in three broad areas: rights and duties, courts and legal procedures and dispositions, and definitions of crimes and their seriousness. These two sources jointly, that is, the questionnaire results and the literature survey, have implications for ways in which the educational system might be able to help in the development of young people into useful, community-oriented citizens.

The antecedents to the Committee on Youth and the Law date back to October, 1968, when a volunteer member of a SPRC committee raised a concern about those youngsters who were getting into trouble because of shoplifting, especially youngsters who had not been in trouble previously and whose background would not lead one to expect legal difficulties. The problems of those over 16 are more serious because a conviction entails a criminal record. Consequently, a Sub-Committee on Prevention of Shoplifting was established as part of the Corrections Committee.

Because of a conviction that youngsters have a right to know the consequences of their behaviour, efforts were made to promote publicity about what happens to shoplifters, making use especially of "spot" announcements around Christmas time. Then, efforts were made to find ways of dealing with the problem through the educational system. It was thought that consideration needed to be given to the role of the educational system because it is the only institution that would have the capability of having an impact and that virtually all children have contact with. Having broadened its interests to include concern for other legal problems of youth, the sub-committee was reconstituted and became the Committee on Youth and the Law in November, 1971.*

The Committee pursued development of the study questionnaire, the conducting of the administration of the questionnaire, and the analysis of the data flowing from the administration of this instrument from that time until its termination. The Committee chose to investigate what young people know about the law because this area appeared to be a knowledge gap. Material exists and is being expanded in translating

*Membership on the Committee has been fairly stable since the time of its status as a full committee. People who have their careers in such fields as education, corrections, law enforcement, law, and business are and have been involved. Prior to November, 1971, several other people were also involved and made valuable contributions. The chairman, Miss Elisabeth Langille, is the only member who has been with the project since its inception in 1968. Miss Norma Walsh, the original staff person, worked with the Sub-Committee on Prevention of Shoplifting until 1969.

the law into laymen's language.* Materials exist and more are being developed in the form of proposed curricula for teaching about the law.** There are even studies on what young people would like to know about the law.*** But if we are concerned with the need for young people to know about the law then it is necessary to have some idea of what in fact they do know.

Having decided on a study of knowledge about the law, the Committee developed the questionnaire. Permission was obtained from the Hamilton Board of Education to administer the instrument to a sample of students in Grades 8 and 11 and to first year students at a vocational school. Permission was also obtained to do a pre-test in three Grade 8 classes in the Wentworth County Separate Schools.

* E.g., an untitled booklet published by the Edmonton Social Planning Council, 1968; Ontario-Quebec-Maritime District of Kiwanis International. You and the Law, n.d.; G. Morley. Justice and Youth, London, 1970; W.T. McGrath. Youth and the Law. Toronto: W.J. Gage Ltd., 1964; the work of John Velanoff at Fanshawe College, London; P. Michael Bolton. Civil Rights in Canada. Toronto and Vancouver: Self Counsel Press Ltd., 1973 (3rd edition), and other publications of Self Counsel Press, etc.

** The Ontario Department of Education is working on such curricula. Other material related to this area include Calgary District Council, John Howard Society of Alberta. Youth and the Law, May, 1971; University of Cincinnati, The Cincinnati Police-Juvenile Attitude Project; and Alex Elson and Miriam Elson. "Educating Teachers and Children in Law," in American Journal of Orthopsychiatry, Vol. 40, no. 5, Oct., 1970.

***The Ontario Department of Education did such a survey in one Ontario school system. The results were reported in a document date February 17, 1970.

Determining what young people know about the law is not the end of the process, however. Once one knows what in fact they know or do not know, one faces the question of what they should know. Should they know everything included on the questionnaire? Certainly that would be an unreasonable expectation. For that reason, the Committee chose to utilize a comparison group. The comparison group chosen was students at Hamilton Teachers' College, and the College gave permission to have the questionnaire administered to its students as well. While choice of an appropriate comparison group involves a certain amount of arbitrariness, the particular group chosen has some at least intuitive merit, since a program of education about the law in the schools would doubtless be carried on by graduates of teachers' colleges. For that reason, there must be an assumption that they have some degree of knowledge in this area.

It seems that even the information about what youngsters know about the law and what, by comparison, future teachers know about it, leaves some important questions unanswered. From time to time during the deliberations of the Committee, it became evident that members were interested in what value the findings would have. Suppose, it was suggested, young people do not know about the law. Suppose that we recommend to educational authorities that they be given instruction in the law and that as a result courses are established to impart the needed information. Will the result be deterrence to illegal behaviour?

After one determines the level of knowledge, then, the next piece of the puzzle is the issue of what deters people, especially young people, from crime. The SPRC has not done any research in this area itself,

and the Committee did not propose to do any. Instead, the planning associate attempted to familiarize himself and the Committee with findings from the literature in the field. It appeared that the material in the field of deterrence is rather limited, but the much greater body of studies in the field of child psychology coming under the heading of "moral development" fits into the frame of reference provided by the deterrence literature.

Unfortunately, the relationship between knowledge of the law and likelihood of not violating the law is hardly direct. The studies that have been done indicate that simple knowledge does not seem to be an effective deterrent. They do indicate possible roles for educators in promoting moral development however, and to the extent that law-abiding behaviour can be said to be moral it is possible to point to kinds of teaching and learning experiences that appear most likely to promote law-abiding and prosocial behaviour.

To help develop an approach to promoting prosocial behaviour, this report details the study that the Committee on Youth and the Law carried out. The next chapter, Chapter 2, describes the study of knowledge about the law conducted by the Committee at several different schools in Hamilton, at the Grade 8 and Grade 11 levels and at Hamilton Teachers' College. Chapters 3 and 4 report on the results of this study and their meaning and Chapter 5 provides a discussion on education and deterrence. Flowing from what was learned through the study about the state of knowledge about the law and what others have found about the relationship of education to deterrence, the next chapter, Chapter 6,

gives recommendations. The appendices include the questionnaire used, a description of an educational approach utilized in the Halton County Public Schools and Hamilton Public Schools to promote prosocial behaviour, a description of a program carried on by the Hamilton Police Department to curtail shoplifting, and some tables of correlations of responses to the questionnaire.

CHAPTER 2

DESCRIPTION OF STUDY

The questionnaire was developed over a period of time in consultation with members of the Committee and with outside experts in the law and education. Educators provided assistance in insuring clarity of wording and easy comprehension at the Grade 8 level. Attorneys assisted in clarifying legal issues.

It was the intention of the Committee to develop a set of questions that would cover certain categories. One useful way of dividing up the questions utilized is the following: rights and duties, court and legal procedures and dispositions, and the definition of crimes and their seriousness. Some of the more specific topics relate to the consequences of illegal behaviour, distinctions between legal processes related to children under 16 and adults, and to some common civil matters. The complete questionnaire, with correct answers marked, is found as Appendix A. The questionnaire is also marked in such a way that questions are coded to indicate the category into which they are placed: rights and duties, court and legal procedures and dispositions, and definition of crimes and their seriousness.

There is some overlap among the three categories listed, so that, while there are 31 questions, 11 are categorized as relating to rights and duties, 17 to court and legal procedures and dispositions, and 9 to the definition of crimes and their seriousness.

Among questions related to definition of crimes and their seriousness are items on car theft, on being a "lookout", on possessing as opposed to trafficking in drugs, on receiving stolen goods, and on theft under and over\$200.*

Questions about the consequences of illegal behaviour, coming under the category of court and legal procedures and dispositions, include items about getting a criminal record, about the use of the official juvenile court record in adult court, about expunging a record, about disabilities suffered by those having a record of conviction in adult court, and about the nature of probation.

Differences in legal procedures related to children and adults, also related to court and legal procedures and dispositions, are explored in questions relating to different kinds of courts and their findings, to the age at which a person will appear in adult court, and to the situations in which juveniles may appear for trial in adult court.

Civil matters covered include suits in accident cases and in divorce. These items appear in the same general category related to court and legal procedures and dispositions.

In the category of rights and obligations are items about the right to have a lawyer in juvenile court, fingerprinting and photographing

*Sexual offenses were omitted because very few charges are brought against young people for engaging in sexual activity. Questions about possible length of sentences were dropped because it was felt that maximum sentences are very rarely given and that as a result very few people have any idea what they are.

requirements for those charged with indictable offenses, kinds of assistance that may be required of someone seeing or at the scene of a crime, jury duty requirements, protection against self-incrimination, requirements of drivers of cars when stopped by police, requirements of witnesses called into court, requirements of persons stopped by police and questioned, and entitlement to legal aid.

Several drafts of the proposed questionnaire were developed, with the one in the appendix being the final refinement. The one just prior was pre-tested with three different classes of Grade 8 students, from three different Wentworth County Separate Schools. Few difficulties were encountered in the pre-test, and it was thought necessary to make only a few changes in the final instrument. One of the changes that was indicated was a stronger caution against marking more than one answer per question.

The final questionnaire was administered to students in six different schools in the Hamilton Public School System. In two schools, all Grade 11 students were invited to participate. In three schools, all Grade 8 students were asked to fill in the questionnaire. In one vocational school, two of seven classes in the first year were asked to take part in the study. All those present took part in each case.

The Hamilton Board of Education did not wish students to be asked questions about their social characteristics (e.g., parent's occupation, ethnicity, etc.). However, schools were chosen because they differed from one another in terms of the population "mixes" which they served. Some were from "central city" populations and older parts of Hamilton and others from more recent developments on Hamilton Mountain. (See map, page 14.)

The two schools whose Grade 11 students were asked to participate are Sherwood Secondary School and Scott Park Secondary School. The elementary schools whose Grade 8 students took part are Memorial School, Bennetto School, and Chedoke School. The vocational school is Albion Vocational School. In addition, students at Hamilton Teachers' College took part.

There were 536 high school students, 372 elementary school students, 30 vocational students, and 275 teachers' college students who took part in the study. The students in the vocational school and Grades 8 and 11 took part within a period of 8 days, to minimize word-of-mouth conveying of information about the questionnaire.

Students in the Hamilton Board of Education received the following oral instructions:

We have given each of you a questionnaire. It is not a test. You will not be marked on it, and it will in no way affect your grades. In fact, we do not want you to put your name on it.

We are trying to find out what young people know about the law, and the Board of Education has given permission for us to ask if you would be willing to help us by completing the questionnaire. You do not have to fill out the questionnaire but we would appreciate it if you would. All names of people used in the questionnaire are made up, so don't think the questions refer to people you know.

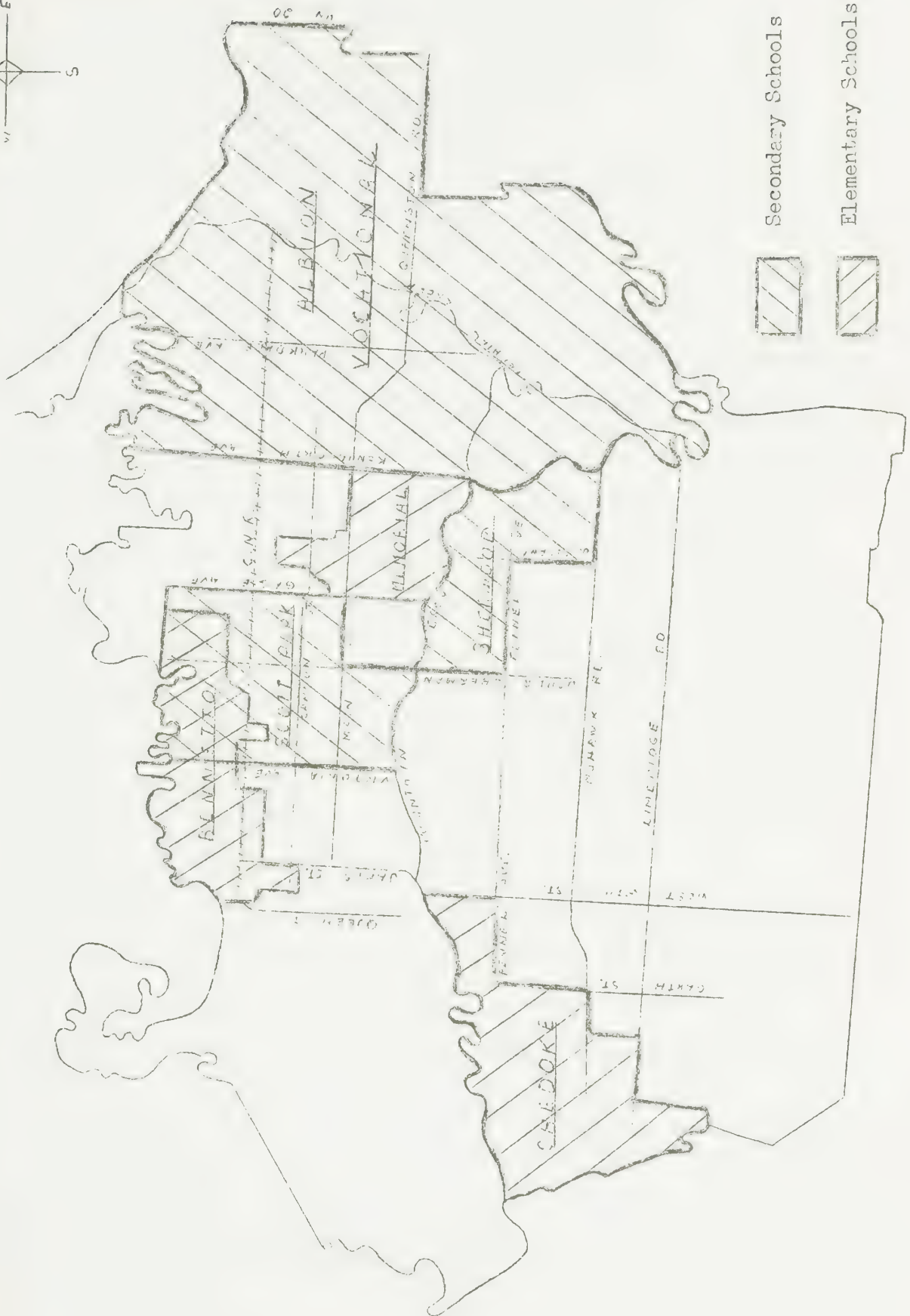
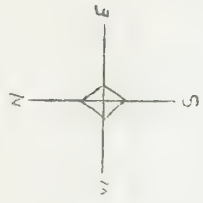
Do not put your name on the paper. Just fill in your age and sex and mark the answers that you think are right. If you change your mind about an answer, be sure to cross out your first answer.

When you are done, please hand in your questionnaire to me or Mr. Duncan and wait quietly till the others are finished.

Students at Hamilton Teachers' College received similar instructions. The cover sheet of the questionnaire included some of the same commentary.

In the Hamilton Board of Education, those administering the questionnaire waited till all had been completed. Virtually all of the respondents finished in 30 minutes. Few students had any questions to ask about the meaning of items on the instrument. In the Hamilton Board system and with the pre-test in the separate system the level of student interest was high.

AREAS SERVED BY SCHOOLS TAKING PART IN THE STUDY ON YOUTH AND THE LAW



CHAPTER 3

RESULTS FROM THE QUESTIONNAIRE

INTRODUCTION:

The responses to the questionnaire were analyzed in a variety of ways. From the data we had, a number of questions could be answered. We had information on levels of knowledge, question by question. We could determine if there was improvement on a question from one grade level to the next or if there was decline - indicating an increase in misinformation. We could also identify specific areas where there was a need for more learning. It was also possible to learn something about the relationship between knowledge of one topic and knowledge of another - whether knowing the right answer to one question made it more likely that one knows the right answer to some other specific question, or conversely whether knowing the right answer to one made it more likely that one will give the wrong answer to another.

Consideration was given to variations by school, grade level, and, within each grade level, age and sex. In addition an effort was made to correlate answers to each other by grade and sex. In order to analyze the responses in these many ways these responses were transferred to computer cards, and needed data were generated by computer.

In this chapter, the next section will examine over-all scores on the questionnaire, by grade and sex. Following that section, differences at each grade level by school will be considered. Then data will be analyzed

related to differences at each grade level by sex. Next, differences between elementary and secondary school responses will be examined. In the last two sections, attention will be given to performance on specific items on the questionnaire, by grade level, and to correlations between/among responses on specific items by grade level.

OVER-ALL SCORES, BY GRADE AND SEX:

The possible range of correct answers is 0 to 31. The actual results, by grade level and sex, are found in Table 1.

TABLE 1

Level of Right Responses by Sex and School Level

Level of Correct Responses	Elementary			High School			Hamilton Teachers' College		
	M	F	Tot.	M	F	Tot.	M	F	Total
Minimum	6	2	2	7	8	7	12	5	5
First Quartile*	13	11	12	16	16	16	19	18	18
Second Quartile*	16	14	14	19	18	18	21	20	20
Third Quartile*	18	15	16	21	20	21	23	22	22
Maximum	23	20	23	25	25	25	27	26	27

*The quartile points divide a distribution into four equal parts. The first quartile, accordingly, leaves $1/4$ of the distribution on one side and $3/4$ on the other. The second divides the distribution in half. The third quartile leaves $3/4$ on one side and $1/4$ on the other. That is to say, the first quartile figure of 12 for all elementary students means that $1/4$ of the students got 12 or less correct answers and that $3/4$ got more than 12.

TABLE 2Level of Responses by Sex and School Level, Corrected for Chance Effects*

Level of Correct Responses	Elementary			High School			Hamilton Teachers' College		
	M	F	Total	M	F	Total	M	F	Total
Minimum	-3.33	-3.67	-3.67	-6.33	-1.67	-6.33	5.00	3.67	3.67
First Quartile**	5.67	3.33	4.33	10.00	9.33	9.33	13.67	12.33	12.67
Second Quartile**	8.33	6.33	7.00	13.00	12.67	13.00	17.33	14.67	15.67
Third Quartile**	10.67	8.67	10.00	16.00	15.67	15.67	19.00	17.33	18.33
Maximum	19.33	16.33	19.33	23.33	21.67	23.33	24.33	23.00	24.33

* %right - % wrong on yes-no questions; %right - 1/3 % wrong on multiple choice questions.

**The quartile points divide a distribution into four equal parts. The first quartile, accordingly, leaves 1/4 of the distribution on one side and 3/4 on the other. The second divides the distribution in half. The third quartile leaves 3/4 on one side and 1/4 on the other.

On the questionnaire, there are 14 yes-no questions, so that a chance number correct, assuming that all questions are answered in that fashion, would be 7. The other 17 questions each have four options, so that a chance number correct would be 4 1/4. The total chance number correct, then, is 11 1/4. However, the questionnaire also permits a "don't know" response, and in a few cases on many questions there was no response at all marked. If one takes into consideration these responses, the chance response at the elementary school level would be 8.1, the one at the high school level 9.2, and the response at the teachers' college level would be 8.5.

Taking into consideration the "don't know" responses, the increases in scores from one level to the next are about equal. The median score on Table 1, the figure at the second quartile, gives the middle score, with half above and half below. The elementary school response is just under 6 better than chance, the high school rate almost 9 better than chance, and the teachers' college rate 11.5 better than chance.

The third quartile figures for right answers increase quite noticeably with grade level across the board, but the increase is greatest between elementary and high school. The third quartile at the elementary level is only equal to the first quartile at the high school level. At each level of schooling, the males perform better than the females, with the difference being greatest at the elementary level.

Table 2 reports on level of responses by sex and school, where the number wrong is subtracted from the number right (all wrong from all right on the yes-no questions and $1/3$ of the wrong from the number right on the multiple choice). The pattern of performance on Table 2 is similar to that on Table 1. The most striking difference is the marked increase in the size of the improvement occurring between elementary and high school. In Table 1, the difference between elementary and high school scores at the median (the second quartile) is 4, while the difference between high school and teachers' college scores is 2. In Table 2, the respective figures are 6.00 and 2.67. The difference is probably explained by a greater amount of guessing at the elementary level.

Efforts were made to determine if there were significant differences by age within each grade level. None were found but the age distribution at each grade level was very compact. Information on the vocational school students did not differ markedly from that for elementary and high school. The range was 8 to 22 correct answers, with a median of 16, but the sample size for the vocational school (30, all male), proved too small for useful analysis. Their answers are not included in the secondary school results analyzed below.

By grade, then, results are somewhat better than chance and get increasingly better as one goes from lower to higher grades, though the increase is not great. Males do slightly better than females at all grade levels.

DIFFERENCES AT EACH GRADE BY SCHOOL

Since the schools selected were located in areas of different socioeconomic mixes, as well as in areas that differed in some other ways, it was felt that some differences in knowledge might be related to backgrounds of students in the different schools. Accordingly, items on which there were significant differences* in responses were examined to see if any readily interpreted patterns were present. The findings are illustrated in Table 3.

*Difference-of-proportion tests (two-tailed) were applied on correct answers. The .05 level was reached by all differences reported as significant.

TABLE 3

Significant Differences on Items on the Questionnaire
Between/Among Schools at the Same Level

<u>Question*</u>	<u>School Significantly Higher</u>	<u>Question*</u>	<u>School Significantly Higher</u>
1	Scott Park Secondary	10	Scott Park Secondary
2c	Scott Park Secondary	13	Scott Park Secondary
4	Sherwood Secondary	14	Chedoke Elementary
5	Scott Park Secondary	16	Sherwood Secondary
7	Scott Park Secondary	27	Scott Park Secondary
9	Scott Park Secondary	29	Sherwood Secondary

*See Appendix A for text of question.

There are 11 questions on which one high school scored significantly better* than the other and one question on which an elementary school scored significantly better than the other two. At the high school level, in 8 of the 11 instances Scott Park scored better than Sherwood, with Sherwood scoring better in the other three.

Scott Park is a school in an area that is less affluent and more heterogeneous than Sherwood's area, which is a newer housing area on Hamilton Mountain. There is no apparent pattern in the differences in results between the two schools, and no apparent explanation. The hypothesis of greater legal contact in the Scott Park area (an area marked by greater delinquency rates) does not seem to explain the differences on the particular questions.

*The difference-of-proportions test (two-tailed) was employed. In each case $p < .05$.

Chedoke School is on Hamilton Mountain, in an area of affluence and relatively high educational attainment, certainly by comparison with the other two elementary schools. Little can be made of the single instance in which students at Chedoke outperformed the others.

DIFFERENCES AT EACH GRADE BY SEX:

There were many instances where significant differences occurred between the sexes at the same grade level.* At Hamilton Teachers' College, there were eight such instances,** in seven of which males outperformed females. On eight questions, one sex outperformed the other at the high school level. In six of these instances, males did better than females.*** On ten questions, one sex did better than the other at the elementary school level, and in all but one instance it was the males who surpassed.**** As indicated on Table 2, the differences overall between males and females were not great.

The analysis here will be based on the division of questions into the not wholly mutual exclusive categories of definition of crime, rights and responsibilities, and legal and judicial procedures.

* The difference-of-proportions test (two-tailed) was employed. In each case $p < .05$.

** The eight are 2c, 6, 10, 13, 15, 16, 17, and 19. The underlined question is the one on which females outperformed males.

*** The eight are 2a, 9, 15, 17, 18, 21, 24, and 25. Underlined questions are those on which females outperformed males.

**** The ten are 2a, 4, 10, 12, 13, 15, 21, 24, 25, and 27. The underlined question is the one on which females outperformed males.

The overall comment about sex differences is that, though not large, these were greatest at the elementary level and that males tended to do better on questions related to what a crime is, while the questions on which both sexes appeared to do equally well or where the females surpassed the males tended to be about legal and judicial procedures. There was little consistency from one grade level to another on the specific items on which there were significant differences between the sexes. There was only one item, question 15, on which the significant difference by sex occurred at all three levels, and the patterning appears little different from random fluctuation.

DIFFERENCES BETWEEN ELEMENTARY AND SECONDARY SCHOOL RESULTS:

In 23 instances*, there is a significant difference between elementary and high school respondents in numbers giving the correct answers.** In all cases but one, the high school result surpassed the elementary school result.

The one instance in which the elementary school students did better than the high school students involved the following yes-no question: "A person who sees a crime being committed must by law try to stop the crime." It is possible that the younger children would

* The 23 are 1, 2a, 2b, 2c, 4, 5, 7, 9, 10, 11, 13, 14, 15, 16, 17, 18, 20, 21, 23, 24, 25, 27, and 28. The underlined question is the one on which the elementary school students outperformed those in high school.

**The difference-of-proportions test (two-tailed) was employed. In each case $p < .05$.

chose the right answer (no) more often than the older ones would because they are smaller and would think it unlikely that the law would place such an expectation on them. Conversely, this pattern of responses might also be explained by a growing sense of responsibility.

High school students tend to do better than elementary school students on many questions, falling behind only in what appears to be a situation that might be explained in terms of physical size rather than knowledge.

PERFORMANCE ON SPECIFIC ITEMS, BY GRADE LEVEL:

All Items:

Another way of looking at variations among grade levels on specific items is shown in Table 4. In Table 4, percentage right is determined in each case on the basis of the total sample that filled out the questionnaire. To determine if a result occurs more often than chance, however, "don't know" responses and blanks are ignored. It needs to be recognized that in the case of several multiple choice questions very few gave certain responses, raising perhaps some question about the value of looking at the alternatives as more or less equal.

TABLE 4

Specific Answers at Different Levels,
Percentage Correct, and Likelihood that Correct Answer Occurs
More Frequently than Chance

Question	Elementary			High School			Teachers' College		
	% Right	% Right Corrected For Chance Effects*	Chance	% Right	% Right Corrected For Chance Effects*	Chance	% Right	% Right Corrected For Chance Effects*	Chance
1	53	25	+	65	43	+	75	66	+
2a	79	64	+	93	89	+	91	86	+
2b	83	73	+	96	93	+	95	94	+
2c	46	4	chance	54	17	+	61	43	+
3	80	69	+	77	62	+	82	74	+
4	81	70	+	75	55	+	71	52	+
5	69	52	+	86	76	+	94	89	+
6	45	8	chance	47	3	+	72	52	+
7	84	71	+	93	88	+	97	95	+
8	35	27	-	31	32	-	15	-62	-
9	36	-6	chance	56	31	+	45	14	+
10	15	-62	-	35	-22	-	35	-16	-
11	31	-27	-	48	6	chance	64	28	+
12	87	77	+	91	84	+	93	87	+
13	44	31	+	74	68	+	82	79	+
14	40	21	+	70	60	+	73	49	+
15	38	18	+	58	46	+	76	70	+
16	9	-18	-	16	-8	-	18	- 1	chance
17	27	17	chance	52	37	+	44	39	+
18	55	44	+	81	77	+	87	84	+
19	46	29	+	49	33	+	63	30	+
20	45	30	+	72	64	+	68	61	+
21	27	5	chance	40	24	+	28	8	+
22	5	-22	-	3	-27	-	7	-28	-
23	57	45	+	87	84	+	95	93	+
24	31	10	+	52	36	+	50	34	+
25	58	45	+	68	59	+	83	66	+
26	2	-28	-	8	-21	-	35	16	+
27	40	29	+	61	54	+	73	70	+
28	73	66	+	91	89	+	93	92	+
29	23	8	+	19	1	chance	36	27	+

Key: + = Correct answer occurs more often than would be expected by chance.

- = Correct answer is not given more often than would be expected by chance.

*% right - % wrong on yes-no questions; % right - 1/3% wrong on multiple choice questions.

TABLE 5

Percentage of Right Answers Corrected for Chance Effects
Achieved on Items. Showing Minimum, Maximum, and Quartiles,
by Sample

<u>Item Scores</u>	<u>Grade 8 Sample</u>	<u>Grade 11 Sample</u>	<u>Teachers' College Sample</u>
Minimum	-62	-27	-62
First Quartile	4.75	14.25	15.5
Second Quartile	28	46	52
Third Quartile	56	76.25	84.5
Maximum	77	93	95

It will be evident that there is great variation in the scores achieved on specific items. Table 5 summerizes the situation. It will be seen that the range from the first to the third quartile is more than fifty for the Grade 8's, more than sixty for the Grade 11's, and almost 70 for the students at Hamilton Teachers' College. It will also be noted that the increases in the inter-quartile range takes place because the second and third quartiles rise more rapidly than the first.

It was pointed out above that the respondents' total scores were not that much greater than chance. At the elementary level, scores were 14% better than chance, 34% better at the high school level, and 44% at the Teachers' College level. It will be apparent from Tables 4 and 5 that this results from a mixture of a minority of items with negative or very low positive scores, another minority with well-above-chance scores of, let us say, 70 or more, and an intermediate majority of cases lying between.

Specific Items:

It will also be noted that there is a broad similarity in the relative scores of items for the three samples.* Very few items change rank by more than three or four. Whether items score above chance is also quite consistent. Thus, of the 31 questions, in all but 12 cases the correct answer occurred more often than chance at all three grade levels. In 11 of these instances, this situation occurred at the elementary level, in 7 at the secondary level, and in 4 at the teachers' college level. In the four instances in which the teachers' college level students failed to perform at better than chance, so did the students at the other two levels.

If we consider only those instances where, across the table, something other than a greater than chance result occurred, in only three instances was there no progress (from greater than chance for the correct answer not being given to chance). In five instances, a level of occurrence other than the right answer occurring more often than chance (- or chance, on Table 4) is found only at the elementary level.

The "don't know" responses indicate a lack of knowledge on the part of the student, and for that reason the chance scores in Table 4 do not tell the complete story on what young people know. Consideration needs to be given as well to the other two columns in the table, that on the percentage of correct answers, based on the total sample responding,

*For the Grade 8 and Grade 11 groups $\tau = .76$, $p < .00005$. For the Grade 11 and Teachers' College groups, $\tau = .75$, $p < .00005$. For the Grade 8 and Teachers' College groups, $\tau = .66$, $p < .0001$.

and that on the corrected percentage of right answers, based on the percentage correct minus percentage wrong (for yes-no questions) or minus $1/3$ the percentage wrong (for multiple choice questions).

If one examines the percentage of right answers, one finds that in 19 instances, close to $2/3$, the percentage increases with the educational level, or at least does not decrease. Half or more of the sample at the elementary level gave the right answer in 13 instances, and in each of these instances those at the higher level gave the correct response more than 50% of the time. That figure accounts for over $1/3$ of all questions. In five cases, the percentage correct declines between elementary and high school, and in nine cases the percentage correct declines between high school and teachers' college. In two of these cases,* the percentage correct declines at both intervals.

At the high school level, in 21 instances, over $2/3$ of the cases, half or more of the students gave the correct response, and at the teachers' college level, a slightly better 23 instances occurred in which half or more of the sample responded correctly. The level of occurrence of correct response increased in the expected direction, from elementary school to teachers' college.

Low Scoring Items:

On the corrected percentage right score, one finds that on 13 items** scores of below 50 occur at all three grade levels, with 22 such items at the elementary level, six of which do not occur at another level.

* Questions 4 and 8.

**2c, 8, 9, 10, 11, 16, 17, 19, 21, 22, 24, 26, and 29.

In eight cases, the elementary students scored better than 50, in 15 cases the secondary students scored better than 50, and in 17 cases the teachers' college students scored better than 50.

On the four questions which at all three levels failed to get a better than chance response, three (8, 10, and 22) relate to rights and duties and two (16 and 22) to court and legal procedures. The three related to rights and duties deal with issues of whether there is an obligation to report a crime that one witnesses, whether one must assist a policeman who requests help in making an arrest, and the circumstances under which one may have the help of a lawyer even if one has no money. The two related to court and legal procedures (16 and 22) deal with the wiping out of a record of criminal conviction and the right to a lawyer.

Two additional items on which corrected right scores are under 50 occur at elementary and high school levels, both (11 and 26) relating to court and legal procedures and one (11) also relating to rights and duties. The one relating to both categories deals with the protection against self-incrimination. The other, relating to court and legal procedures, deals with the court in which a divorce suit is heard.

In addition to the above, there are five questions that failed to achieve better than a chance result at the elementary level. Two deal with court and legal procedures (6 and 9), one with rights and duties (21), and two with the definition of crimes and their seriousness (2c and 17). The procedural ones relate to the fact that there are some offenses for which one will get a criminal record and some for which one will not get such a record, and the fact that a juvenile court record cannot be used

in adult court. The one on rights and duties relates to one's obligations in a situation in which one is stopped by a policeman on the street and questioned. The two on crimes deal with taking one's parents' car without permission and with the difference between theft over and under \$200.

An analysis of the 13 items on which scores in the column on Table 4 on percentage right corrected for chance effects was below 50 across the grade levels provides the following detail. Six cases involve rights and duties (8, 10, 11, 19, 21, and 22), two the definition of crimes and their seriousness (20 and 17), and 5 relate to court and legal procedures (9, 11, 16, 19, 22, 24, 26, and 29). One of the rights and duties items was not previously described directly above (19). It involves the duties of a person called into court as a witness. This question is also categorized as relating to court and legal procedures.

The only two questions related to court and legal procedures not described directly above are related to the age for adult court and the circumstances under which a juvenile will appear for trial in adult court (24 and 27). The two questions related to definition of crimes and their seriousness are the same as above. Three of the questions relating to court and legal procedures also deal with juvenile procedures and rules (9, 24, and 29).

If one examines only those cases where the scores on the corrected percentage right were minus scores, one finds six items. Three of these occur across the grade levels (10, 16, and 22), relating to the requirement to help a policeman making an arrest if asked, to the way in which a criminal conviction may be wiped out, and to when a person with

no money may have legal aid. Two of these questions relate to rights and obligations and two to court and legal procedures and dispositions.

In one instance, the negative score occurred only at elementary and high school levels: item 26, relating to the court in which a suit for divorce will be heard. The other two minus scores involve the question of obligation to report a crime that one witnesses (8), which occurred at the teachers' college level and which pertains to the category of rights and duties; and the question of a right not to be forced to incriminate oneself in court (11), occurring at the elementary level, and pertaining to the category of rights and duties and the category of court and legal procedures and dispositions.

High Scoring Items:

It may also be valuable to look at items with unusually high scores. There are six items on which the score was 80% or better, corrected for chance effects, in the high schools and teachers' college: 2a, 2b, 7, 12, 23, and 28. It might be noted that the first three items relate to situations involving theft and the last two to what happens after conviction, but too much should not be made of this fact, since other items on the same general topics were not as well handled. Since students in our Grade 8 sample did not do as well, a lower boundary must be used. Above 70%, there are four items: 2a, 2b, 7, and 12. These were in the top group for our other sample. Number 28 shows a score of 66. Only 23 drops substantially.

Thus it is clear that a group of questions exists which was relatively well handled at all levels. The questions, however, do not appear to form any very clear pattern.

Summary:

To sum up the findings on specific items on the questionnaire, slightly better than chance results occurred on most items at each grade level. These results usually improved as one went from lower to higher grades. Similar patterns occur when one considers percentages of correct responses and of right responses corrected for chance effects. The kinds of items showing the poorest results may be subsumed under two not completely mutually exclusive categories: rights and duties, and court and legal procedures. On a number of other questions falling into these categories, however, correct responses were given more frequently. A low score appears across the grade levels on the data for right responses, corrected for chance effects, on three items related to juvenile law.

CORRELATIONS AMONG ANSWERS TO SPECIFIC ITEMS:

Introduction:

Since questions on the interview schedule can be grouped in common categories, as illustrated in the previous discussion on areas where respondents were lacking in knowledge, it was thought appropriate to determine how responses correlated with one another at each of the three educational levels. That is, for instance, how likely was it that a high school student who answered question 1 correctly would also answer question 5 correctly? This information might point to subject areas that were weak or strong, in general or at particular grade levels. The correlations were determined for students at each grade level and within each grade level for males and females. Variations in correlation

of responses by sex appeared to be essentially random, and for that reason they will not be reported here. In addition, many correlations occurred at statistically significant levels at each of these grades; even when the grades are considered together, there are many correlations. But, with such a large number of possible correlations, it is to be expected that a number will occur solely by chance.

By convention, it is usually accepted that, if an event may be expected to occur by chance less than five times out of one hundred, if it does occur the result is deemed to be statistically significant. But that means, at the .05 level, that if there are one hundred possible correlations, four or five which appear significant will have occurred merely by chance. With the number of correlations obtained on computer printouts in this study, at the .05 level over two hundred correlations would be expected simply by chance. For that reason, only correlations that appear to have a good rationale are reported here. The tables of correlations appear in Appendix D.

Correlations at all Three Levels:

In the following several paragraphs, we will examine 8 correlations that appear at all three grade levels. Then we will consider some correlations occurring at more than one level and finally we will make some remarks about correlations occurring only at one grade level.*

*All correlations considered here are significant at the .05 level or better. The statistical measure employed was the contingency coefficient, C, applied after dichotomizing all responses as "correct" or "not correct".

Responses to some questions correlated at all three levels.

Two questions on car theft,* on taking a locked car and taking a car with the keys in it (2a and 2b), are in this category, and one might expect that if a person knew enough about car theft to answer one question correctly, he might also know enough to answer the other. However, the correct answer to the third question on car theft (2c) did not correlate that strongly with the other two. 2a and 2c correlated at the high school and teachers' college level, and 2b and 2c correlated at the high school level, but 2c did not correlate positively with either 2a or 2b at the elementary school level. It appears that the issue raised by 2c (that of parental ownership of the car) created the uncertainty.

At all three levels, there is a correlation between answers on items 4, 8, and 10, related to citizens' responsibilities. The correlation with 10 is negative, however. That is, while it is more likely than chance that a person who gets the right answer on 4 will also get the right answer on 8, it is also more likely than chance that this same person will get the wrong answer on 10. All three of these questions relate to citizen responsibility in the case of crime occurring. In 4 and 8, the correct answer is no, the citizen is not by law required to try to prevent the crime from occurring or to report it, while in 10 the correct answer is that, yes, if a policeman asks for assistance in making an arrest and one does not have a good reason for not assisting, the law requires one to assist. It appears, simply, that people who answer 4 and 8 correctly may be responding to 10 with a mental set that absolves one of legal responsibilities in the face of criminal behaviour by others.

*The term "car theft" is being used here to include more than one possibility: e.g., theft over \$200, taking a car without the owner's consent, and possibly others.

In this connection, it is noteworthy that at both high school and teachers' college levels, there is a positive correlation between correct responses to questions 5 and 10, both involving citizen responsibility and both having an affirmative correct response. Question 5 relates to the obligation of serving on a jury.

Correct responses to questions 13, 27, and 28 correlate positively with each other at all grade levels, and these questions all relate to courts and court procedures and dispositions: the kind of court involved in a suit in an accident case (13), when a court trial is open to the public (27), and the meaning of probation (28). Correct responses to 18 and 27, and 18 and 28 also correlate with each other at all three grades. Question 18 relates to the difference between the finding in a juvenile court (with a juvenile being tried) and that in an adult court (with an adult being tried).

Correct responses to question 23, about consequences of having a criminal record, correlate positively with those to question 28, about the meaning of probation, at all three levels. Both of these questions relate to the consequences of conviction and, more broadly, to court and legal procedures and dispositions.

There is a positive correlation at all three levels as well between answers to questions 7 and 15, one about being a "lookout" and the other about receiving stolen goods. Both relate to definitions of crimes and, more specifically, to what might loosely be termed kinds of "accessory" situations.

A positive correlation at all grade levels is found between answers to 11 and 21. Both involve a right to silence, one in the

protection against having to testify against oneself in court and the other in not having a legal compulsion to answer a policeman's questions on the street.

Correlations at Less Than Three Levels:

Turning from correlations that occur at all three grade levels, we now consider some that occur at two levels. At high school and teachers' college levels, there is a positive correlation between correct responses to questions 11 and 27, both related to court procedures (the protection against having to testify against oneself and the holding of a trial in open or closed court).

In the cases of three pairs of correlations at elementary and high school levels, the items relate in some way to courts (9 and 27, 11 and 18, and 16 and 29) - trials, procedures, dispositions, etc.

Four pairs of correlations that occur at elementary and teachers' college levels are on questions 9 and 16 (related to court records), and - all related to court arrangements - 13 and 27, 26 and 29, and 27 and 29.

There were also some correlations that occurred only at one grade level. These are noted in tables in Appendix D. Of these, the rate of correlations occurring, taking into consideration the number of questions in each of the three categories of rights and duties, court and legal procedures and dispositions, and definition of crimes and their seriousness, is highest for the last category and weakest for the first.

Summary:

The analysis of the material on correlations indicates that a large number of correlations (considering the number of questions in the category) occurs in the category of definition of crimes and their seriousness, while relatively few correlations occur in the category of rights and duties. (The numbers of correlations for court and legal procedures and dispositions fall somewhere between the other two.) There are some strong triple correlations in the category of rights and duties, but one of these correlations includes an item that correlates negatively. The strong negative correlation, however, seems to be evidence that a number of respondents look at matters of rights and duties in terms of minimizing their obligations rather than in terms of knowledge about what the rights and duties are. The numbers of correlations occurring at the elementary level tend to be fewer, suggesting more random guessing.

SUMMARY

On the questionnaire administered to students in selected schools at grade 8 and grade 11 levels in the Hamilton Board of Education and to students at Hamilton Teachers' College, certain facts emerged:

- There were noticeable gaps in knowledge at all grade levels. Performance on the questionnaire was in general somewhat better than chance, and improved from one grade level to the next higher one. There was, however, substantial variation on performance from one item to another. Improvement generally was slight, but improvement on some specific items was sometimes considerable. Most specific items showed improvement from

and grade to the next higher. Generally speaking, questions answered relatively well at one level tended to be answered relatively well at the others.

- Performance of males was slightly better than that of females at all grade levels.
- Differences between the sexes were greatest at the elementary level.
- Differences among schools at each grade level on specific items occur but do not form any meaningful pattern.
- Males tended to do better on questions as to what a crime is, while both sexes tended to perform equally or, in some cases, females tended to do better on questions about legal and judicial procedures.
- In the overwhelming number of cases, there was improvement on specific items from one grade level to the next.
- There appears to be a weakness in knowledge about juvenile law.
- Performance on items related to definition of crimes and their seriousness tended to be better than performance on items related to rights and duties as to courts and legal procedures and organizations.

CHAPTER 4

THE IMPORTANCE OF KNOWLEDGE

INTRODUCTION

In Chapter 3, we learned something about the extent of knowledge that young people have about the law, at least as represented by our sample. The question now before us is the importance of their having a fuller grasp of the law.

The questions on the questionnaire may be divided into three categories - rights and duties, judicial and legal procedures and dispositions, and definitions of crimes and their severity. Each of these three categories of knowledge is important to good citizenship. The citizen needs to have some knowledge of his legal rights and duties. He should have some basic information about judicial and legal procedures and dispositions. He should know something of what constitutes a crime and of the severity of different crimes. The results in the previous chapter demonstrate some weaknesses in each of these three areas, especially the first two. But the question may be raised as to the reasonableness of the specific questions in sampling knowledge in these areas. Are the questions asked important? It is to this issue that we now address ourselves.

We believe that a point should be considered particularly important if it meets one or more of several criteria: if the consequences of not knowing something can cause serious problems for a person; if

a fair number of such situations are apt to occur; if it is needed to give a person a reasonable knowledge of the legal system; or if it helps the person in an understanding of the operations of society.

Let us look at an example or two. Shoplifting is a fairly common offense, and it is frequently a group activity. For that reason, serving as a lookout for a group that is shoplifting is also a fairly common offense. The consequences of conviction for such an offense may include getting a criminal record, which of course might cause serious problems for someone. And there are a fairly large number of such situations occurring. Therefore, it seems important that young people know that acting as a lookout is an illegal act which might have serious consequences for them.

Another offense consists in refusing, under certain circumstances, to assist a policeman in making an arrest, when he requests such assistance. But it is very rare for such a request to be made, and therefore few people would be apt to be affected by this law. In addition, there are possible extenuating circumstances that make successful prosecution somewhat uncertain. Therefore, in terms of consequences for not knowing this legal provision, this fact is relatively unimportant.

Both of these examples have implications for a knowledge of the legal system and the working of society, but the example related to acting as a lookout is more central because it is so much more common and because as a result it is likely that a larger number of people can more readily identify with it. For these reasons, then, we have judged one of these questions as more important than the other.

Having considered which of the questions asked are most important, the next question is to decide which material should be included in a school curriculum. Simply put, if material is important, and if a substantial number of students did not get the correct answer on the question, then some specific curriculum input would seem the obvious solution.

In this chapter we will examine the extent to which respondents grasped the most important issues covered in the questionnaire. These issues will be considered under three categories (not entirely mutually exclusive): definitions of crimes and their severity, rights and duties, and legal and judicial procedures and dispositions. Then, we will give particular attention to some implications for teaching. The chapter concludes with a summary.

DEFINITIONS OF CRIMES AND THEIR SEVERITY

Analysis

Turning first to the issue of what constitutes crimes and the severity of different crimes, nine of the 31 questions fell into this category.* As discussed in the preceding chapter, the results in this category were generally better than those in the other two categories, and in many instances the level of knowledge increased with age. Generally speaking, the information in this category is often learned by children as they are growing up, either in school or elsewhere. Considering, as we shall throughout the chapter, the scores in Table 4, corrected for chance effects, the level of knowledge on the criminal character of taking

*The same question may be included in more than one category.

an unlocked car without permission (Question 2a) and of taking a locked car (2b) is high and gets higher from one grade to the next higher one tested. It is undoubtedly important that people understand that taking other people's property, whether locked or not, is criminal, but it appears that there is little need to provide specific content on that fact in the school system. Similarly, it is important to know that serving as a lookout for someone else who is taking something is a criminal act, but again there is a very high level of understanding of that fact, a level that increases with grade level,* as is noted in the responses to Question 7.

Reasonably large proportions gave correct answers to the question (15) about receiving stolen goods and the question about theft under \$200, as illustrated by the taking of an item of insignificant value as against stealing a far more expensive one (25). The same pattern of increase in knowledge was observed. The level is lower than that of the earlier described questions, however, increasing to 70 and 66 at teachers' college as compared with over 85 on the questions related to taking a locked (2b) or an unlocked (2a) car. Since it is rather important that people know the illegality of receiving stolen goods and the potential seriousness of petty theft (both crimes that are fairly common), it might be desirable to have some specific content on these matters in the schools, to bring the level of knowledge up to a figure closer to that attained in the earlier mentioned questions related to taking automobiles.

*The implicit assumption is that higher grade levels are paralleled by increasing age. The results in this chapter are not contingent on this assumption, so far as teachers' college is concerned. In any case, while the age spread at the college level is much wider, the major concentration is at the younger ages.

Knowledge about the greater seriousness of selling illegal drugs than possessing them (Question 14) is at a lower level, and the scores at different grade levels somewhat erratic. The importance of this knowledge may be somewhat less than knowledge tapped by some of the preceding questions because presumably the respondents are aware that both selling and possessing are illegal. Results on the question (Question 17) about theft over and under \$200 are not good, but the more important fact for most people to understand is probably the identical illegal character of thefts under \$200, regardless of how insignificant the item taken (Question 25). The low scores obtained on the question (Question 2c) about taking one's parents' car without permission is less important than the understanding that people have on the other two questions (2a and 2b) relating to taking cars, as it would be a rather rare situation in which charges would be pressed on taking one's parents' car.

The fact that one can get a criminal record for some offenses but not for others (e.g., speeding or illegal parking)(Question 6) is a fairly important point, and the level of knowledge rises from very limited to the 50's. It may be appropriate for the schools to attempt to include information on this issue in curricula.

Summary:

On questions related to the definition of crimes and their severity, respondents did very well on the fact that taking cars, whether locked or unlocked, without permission is illegal, though they did much less well on the less important question of taking a parents' car without permission. The level of knowledge about receiving stolen goods and about the potential seriousness of stealing very inexpensive items was fairly high (rising to the 60's), but a case might be made that the level of knowledge should be higher. The fact that one can get a criminal record for some offenses but not others was not widely known and perhaps should be more widely known. The other questions relating to the definition of crimes and their severity were somewhat less central, and the scores tended to vary from middling to low.

From the standpoint of the educational system, it appears that there is good reason to include in curricula material about the fact that for some offenses one can get a criminal record and for others not. Perhaps there is also reason to include material about the illegality of receiving stolen goods and the seriousness of stealing petty items (in terms of the understanding in law that such an offense constitutes the crime of theft under \$200). Examples related to petty theft and receiving stolen goods might well be among those used in a curriculum segment dealing with criminal records.

RIGHTS AND DUTIES

Analysis:

Knowledge of the right to an attorney in juvenile court (Question 1) increased over the grades to the moderately good score of 66, but the importance of the concept of the right to representation in court is sufficiently central to the Canadian legal system that one might argue for the need for an increased level of knowledge. The question (5) on the obligation of jury duty received a high score at the teachers' college level, and the score increased with the grade level. The obligation of jury duty is extremely important in the legal system, but it appears that people learn of this duty in the process of growing up.

Knowledge on several important issues was seriously lacking. A low score was achieved across the board on protection against self-incrimination (Question 11), the obligations of a witness in court to testify if instructed to do so by the judge (Question 19), and the right to refuse to answer questions put by a policeman when one is stopped on the street (Question 21). The score on the question (22) related to when one is entitled to Legal Aid was very low across the board. The protection against self-incrimination is central to the legal rights of an accused in the adversary system of law, and the requirement for witnesses to testify when instructed by the judge is also central. The right to refuse to answer a policeman is important because it deals with the issue basic in a democracy of the relationship between the citizen and those in a position of power and authority, and the limitations upon that power and authority. It does not follow that one should always exercise a right to refuse to answer, but the fact that that right exists is important.

While one might not expect people to know the exact criteria for eligibility for Legal Aid in Ontario, it is important that people know that there is a right to legal assistance even if they do not have the money to pay for it in some instances. It is also important they know that these instances are more numerous than situations in which the charge is murder but that this right does not exist for every offense no matter how minor. This questionnaire demonstrated clearly that they do not know this.

There is a high level of knowledge about the requirement of being finger-printed and photographed if charged with an indictable offense (Question 3) and about the need to show a driver's license, insurance card, and car registration when one's car is stopped by police (Question 12). The latter fact is one useful to know because many people are stopped when driving, but both of these questions seem less substantial than the preceding ones.

Many people thought that there is an obligation to try to stop a crime (Question 4) and to report a crime (Question 8). Knowledge of the obligation to help a policeman make an arrest in certain circumstances (Question 10) was very limited, however. The fact that people may think that there is a legal obligation to try to stop a crime or to report a crime may not be very serious, if one considers that in many instances there might be a moral obligation to take such action, and the number of instances in which one might be obliged to help a policeman make an arrest are few. For that reason, lack of correct knowledge on these particular questions does not in itself seem serious.

Summary:

Knowledge on several important issues was very limited in the survey population: the protection against self-incrimination, the requirement of witnesses to testify if so instructed by the judge, the right not to answer a policeman's questions when stopped in the street, and the situations in which one has the right to legal help even if unable to afford an attorney. The level of knowledge of the right to have an attorney in juvenile court was somewhat better. All of these issues are important ones.

Respondents know of the requirement of being photographed and fingerprinted when charged with an indictable offense and of the requirement to show certain papers when a car is stopped by police, but this knowledge is somewhat less important than the preceding.

The level of correct responses on questions relating to the existence of a legal obligation to try to stop and to report a crime and to the requirement that one help a policeman make an arrest under certain circumstances was quite low, but these issues are relatively less important.

It appears that schools would be well advised to include specific material in curricula related to protection against self-incrimination, the requirement of witnesses to testify if so instructed by the judge, and the right to refuse to answer the questions of a policeman. They should also include information about Legal Aid. Perhaps there is reason to include material on the right to an attorney in juvenile court. The items on court procedures would fit naturally into a single curriculum unit.

LEGAL AND JUDICIAL PROCEDURES AND DISPOSITIONS

Analysis:

Six of the questions that are in this category were already examined under one of the other two categories. In those, one important question on jury duty as an obligation was answered correctly by a very high proportion of respondents. Important questions on the right to a lawyer in juvenile court and the existence of offenses for which one will and others for which one will not get a criminal record received a fairly good response. People missed badly important questions on self-incrimination, legal aid, and the obligations of a witness in court to answer questions when instructed to do so by the judge.

The question (13) on the court in which a suit in an automobile accident case is heard was answered correctly by a somewhat high proportion of respondents at high school and teachers' college level rising to 79 at the college, but one might expect a still higher level of response. A higher level of response was attained on the question (23) of the kinds of problems a person with a criminal record might have. This question is important because of the serious implications which such a record can have. A very high score was attained on the question about the meaning of probation (28), a disposition that is one of the most important open to a judge in criminal proceedings as well as in cases of juvenile delinquency.

It is important for people to know that they will have a criminal record whether given a suspended sentence, sent to jail, or fined (20), and that a criminal trial will be held in public unless the

judge decides otherwise (Question 27). In the first instance, the information about the record is important because of the range of situations in which one can get a record and because of the seriousness of the consequences; in the second, it is important because of the principle of public trials as against secret trials. Knowledge of these issues was at a moderate level only (scores of 61 and 70) at teachers' college.

Poor results were obtained on two other important questions, one about the age at which a charge will be tried in adult court (Question 24) and another on when a criminal record will be expunged (Question 16). The very fact of a juvenile system of justice gives importance to the age at which, for court purposes, one ceases to be a juvenile, and the consequences of a criminal record make it important to know that there are ways of removing the record.

On the other hand, a high score was obtained on the question on the difference between treatment in juvenile and adult courts (18). Low scores were obtained on the question about when a juvenile will appear for trial in adult court (Question 29), whether the juvenile court record may be used in adult court (Question 9), and the court in which a divorce case will be heard (Question 26).

Summary:

Six questions were considered under the other two categories. Of those not previously considered, important questions on the problems one might have with a criminal record and on the meaning of probation received high scores. One on the court in which a suit would be heard received a slightly less high score. Only a moderate level of correct

responses was attained on important questions related to when a person convicted gets a criminal record and when trials are open. Poor results were obtained on important questions related to the age at which a trial must take place in adult court and when a criminal record can be expunged.

A good knowledge of difference in treatment between juvenile and adult courts was demonstrated, but low scores were attained on questions about when a juvenile will appear for trial in adult court, whether a juvenile court record may be used in adult court, and which court will hear a suit for divorce.

It appears that there is a need for schools to do more in conveying information about the age at which one is considered an adult for purposes of trial and about the process of expunging of a criminal record. Somewhat less pressing is the need to improve the knowledge of young people about the criminal - civil distinction, about the cases in which one may get a criminal record, and about the principle of having trials in public and the exceptions to that principle.

WHAT TO TEACH WHEN

Because a number of students leave school before graduation, and because those with less education are more apt to have trouble with the law, it is appropriate to consider what material covered in the questionnaire should be given specific attention in school before the student is 16 years old.

The first and most obvious fact that the student should know is what the age limit is for a youngster appearing in juvenile court

charged with delinquency. The consequences of conviction are considerably more serious for the adult than for the juvenile. He should also know about criminal records - that there are offenses for which one may get such a record and others for which one will not get a record, that one may get a record even if not jailed, and that a record can have many undesirable consequences.

The youngster should also know that theft of a small item can have serious consequences, because the offense is theft under \$200, regardless of the value under \$200. This fact is important because much of shoplifting involves trifling items and because shoplifting is a common offense.

Finally, it is important that young people know their rights to silence, both in contacts with police and in protection against self-incrimination when on trial.

Information on these matters is appropriate for all youngsters, but the fact that some young people leave school before graduating makes it important that these matters be handled prior to the school-leaving age.

Because it may not be possible to cover all important matters related to the law before the school-leaving age, it may be necessary to cover some after young people reach the age of 16. Issues which probably should be considered, even if it proves impossible to pack them in before age 16, include the meaning of and limitations on right to an attorney, the distinction between criminal and civil courts and procedures, and the usual procedure of trials being held in open court.

Frequently, it will prove possible in the curriculum to provide information through use of timely examples. In that way, while major attention is given to the material most important to convey, additional information is transmitted about other important matters as well.

SUMMARY

Respondents performed best on questions categorized as relating to the definition of crimes and their seriousness. Questions in the other two categories were answered less well.

Important questions on which the level of correct response was very good related to taking a car without owner's permission, acting as a lookout during a theft, the obligation of jury duty, the meaning of probation, and possible problems one might have with a criminal record. Important questions on which the level of correct response was good involved receiving stolen goods, the potential seriousness of stealing trifling items, the court to hear a suit in a damages case, the right to a lawyer in juvenile court, and the practice of having open criminal trials unless the judge decides otherwise. Fair levels of correct response were obtained on important questions related to the fact that one can get a criminal record for some offenses but not others and the fact that one may get a record when convicted in spite of a disposition other than imprisonment. Important questions the answers to which were poor or worse related to the protection against self-incrimination, the expunging of a criminal record, the obligation of a witness to answer questions

when so instructed by the judge, the right of a person not to answer questions put by a policeman who stops him on the street, and when a person may have free legal assistance.

It seems important that young people receive specific information in the schools in those areas where results were fair or poor or worse. Perhaps they should also receive information about matters on which results are rated good as well. Some specific content about the law is needed prior to the dropout age.

CHAPTER 5

EDUCATION AND DETERRENCE

The preceding chapter reports the results on a questionnaire administered to students at three different grade levels, to determine their knowledge of the law. But the level of knowledge about the law does not determine the level of crime. It is necessary to consider what does deter crime before one attempts to set down implications for the educational system.

This chapter explores the issue of deterrence. It begins with a consideration of the crimes to be deterred. Then it turns to the question of who is deterred, to the impact of punishment, and to the characteristics of those not deterred by punishment. Broad social programs and social group work efforts are then discussed. Then the impact of knowledge is considered, followed by a specific discussion of shoplifting. The chapter ends with a summary and conclusions.

The Crime:

Not all crimes mean the same thing to people, and consequently some things may be more readily deterred than others. For instance, generally speaking, impulsive crimes and crimes of passion are less likely to be deterred than crimes whose object is instrumental (e.g., stealing money, etc.). It is for that reason that most authorities have pointed to the ineffectiveness of the death penalty as a deterrent for murder, since the bulk of murders are crimes of passion. Those crimes of an accidental nature (e.g., malpractice) will not be considered here,

as it is quite apparent that the question of deterrence in such cases is very different from that in other kinds of crime.

The problem of deterrence is made more complex by the very different way in which people see different crimes. Murder is a crime that is universally abhorred, but illegal abortion is an offense which is highly controversial. For that reason, what might act as a deterrent for one crime might not act as a deterrent for the other. Tax evasion and fraud appear to be crimes that have some degree of acceptance in some "respectable" circles.

Other crimes which appear more or less accepted by large segments of the community include marihuana usage, driving under the influence of alcohol, and speeding. Shoplifting which is fairly common as an offense, lacks public support. Thus, while there are movements to legalize use of marihuana, there are no such movements to legalize shoplifting. Driving under the influence of alcohol and speeding are crimes that do not receive organized support, but frequently people look at these offenses as relatively minor. Offenders against these laws are often seen as "naughty" but not especially morally reprehensible.

Hoffman,* in a review of research on moral development, describes the result of "the most elaborate empirical study" on the question of moral development being a single quality or a number of qualities. The study suggests

*This and all following references are found in the bibliography at the end of the chapter.

...that the consistency with which an individual is honest or dishonest in different situations is a function of the extent to which the situations have common elements and the individual has learned to be honest or dishonest in them. Thus any apparent generality of moral behavior is a function of situational similarity, that is, individuals respond similarly to different situations that have stimulus elements in common.

The Target Population:

Different people will be deterred by different things. The bulk of the population, at whom one aims with what is called in the literature a "general deterrent" are deterred from most criminal acts because they have introjected moral norms which prevent them from committing such acts and/or because they see these norms being the norms of their milieu, the violation of which would bring disapproval. The term "special deterrent" is used in the literature to describe deterrence experienced by the repeater who has been subject to punishment but was not deterred simply by introjecting socially held values. One might also aim preventive efforts at specific groups in the population on the basis of some particular view of causation: e.g., the view that delinquent behaviour is caused by differential association,* by a delinquent sub-culture, by the lack of opportunity, or by lower class structure. Many of the preventive programs in the United States in recent years (related to the War on Poverty) were based on the view that delinquency is frequently produced by the lack of opportunities for the poor to attain their aspirations (held to be shared as well by middle class people) through legal channels. Exemplary punishment appears relatively ineffective as a deterrent to others.

*I.e., the delinquent is believed by some to associate with different kinds of people than the non-delinquent, and this differential association is thought to have behavioural consequences.

Studies of delinquency in the general teenage population have indicated fairly widespread criminal activity in the general population. The kinds of illegal activity seemed to vary widely even with the same teenager. Delinquency has been found to be generally a shared experience, but stable delinquent gangs are not an important factor. No strong relationship between social status and delinquency was found by Haney and Gold. Only a tiny percentage of delinquent acts were discovered, and discovery appeared to have limited impact on future behaviour in the study described.

Punishment:

The deterrent effectiveness of punishment will vary widely according to different factors. Severity of punishment will have an impact for some offenses but not others. It appears that severity will have an impact on parking violations and traffic violations, crimes committed by large numbers of people who are not seen as "criminals". It does not appear effective on bad cheque writers, however, many of whom are sociopathic. Certainty* of punishment seems more effective than severity, but certainty is not effective with impulsive crimes or crimes of passion. Publicity may work with some crimes (e.g., with shoplifting it might well act as a special deterrent, i.e., a deterrent for those who have been caught) but it has not worked with the death penalty. Celerity of punishment seems to have an impact, as does the consistency with which offenders are punished. A British study** found that those who committed a wide variety of offenses and those who did not both reacted similarly in ranking disincentives to crime, with top place going to unofficial consequences and a lower place to official punishment.

*Of course, certainty is never total.

**Cf. Willcock.

Punishment and the threat of punishment may also serve to promote law-abiding behaviour for reasons other than desire to avoid the punishment. It may work because a person has a regard for the social system and because the system defines the behaviour as wrong. It may work as well by causing the person to think about the moral quality of the forbidden act. The person may develop a habit of engaging in legal behaviour. The danger of punishment may serve as a rationale for conformity if the person's ego needs strengthening on this behaviour. As evidence that the social system is serious in preventing the behaviour, punishment may serve as a mechanism for building respect for the law.

The Undeterred:

As indicated, the bulk of the population is deterred from much of criminal activity by introjected values. Some acts are not deterred, however. Frequently in that category are impulsive acts and crimes of passion, the acts of abnormal people, the acts of those who are not afraid of punishment or desiring punishment, acts where punishment can be avoided or where it is thought to be able to be avoided, and the acts of criminals who see the risk of punishment as part of their business. The latter criminal may attempt to be more careful.

Social Programs to Prevent Delinquency:

Programs in the United States such as Mobilization for Youth, HEADYOUNG, and the War on Poverty were based on the view that one needs to provide opportunities of a legitimate nature for people to climb out of poverty, or else they will utilize illegitimate means.

These programs did not have adequate measurement devices built into them to measure the preventive aspects, however. It seems clear that the amounts spent on these programs, as large as they may seem in total, were grossly inadequate to provide sufficient redistribution of income to give any significant part of the low-income population enough money to bring them out of poverty. The War on Poverty program was therefore largely operated on the assumption that poverty was due to some defect or disability of the poor, and much of the emphasis was on job training, etc., rather than on redistribution. In fact, evaluations seem to indicate that the job training programs in the United States have been rather ineffective.

Prevention at this social level would cost much more than the United States government was willing to spend and more than Canada would likely be willing to allocate. The impact on crime of such a program is also far from certain.

Social Group Work:

Social group work programs may possibly have an impact on small groups. Thus, one social worker* describes work with delinquent gangs in Boston, indicating that as a result of the work the gang members engaged in less delinquency than before the social work program. He emphasized that they did not abandon delinquent behaviour. In addition, neighbouring gangs engaged in more delinquency as a means of obtaining a social worker too. The program therefore had to be expanded to encompass a larger area. A social worker** with a settlement house in New York described a program in which a group of youngsters causing problems in the settlement were made into a group together with their parents, and as a result their acting out in the settlement house declined. Neither of these reports involved matched or randomized experimental and control groups.

* Cf. Miller

**Cf. Tefferteller.

Generally speaking, carefully researched studies of group work with delinquents and "predelinquents" using matched or randomized experimental and control groups have given results which cast serious doubts on their effectiveness. In addition, to reach any sizeable number of people through such programs would be quite expensive.

The Impact of Knowledge:

Knowledge does not seem to act as a major deterrent for those criminally inclined. A California study* found that only inmates of adult correctional facilities are likely to give the correct answer about minimum and maximum penalties for various crimes more than one fourth of the time. The public has very limited knowledge of changes in maximum and minimum sentences, according to this study and another in Nebraska.*

A British study** found that the knowledge of boys going to juvenile court about the principles underlying the juvenile court program was not great. They tended to see the procedure as a criminal procedure and expected punishment if found guilty. "They nearly all refer to the order of the court as a sentence, and their idea of justice is usually retributive." It is hard to see how a more accurate understanding would act as a deterrent.

Another British study*** found that of a general sample of youths 15 to 22 most thought that their chances of getting away with crimes were less than in fact they are. All but a small minority tended to overestimate their chances of being caught. Again, knowledge cannot be

* Cf. Zimring, Biddle.

** Cf. Scott.

*** Cf. Willcock

expected to deter in such a situation. On the other hand, some were deterred by the difficulty of committing a particular offense, and one deterrent measure might be to make it harder to commit crimes.

One indication of the fact that knowledge of the law is not necessarily deterrent is the existence of instances in which those who are lawyers or policemen violate the law. For example, fraud is a crime for which lawyers are occasionally convicted. If a policeman were to commit an offense, it would be idle to argue he did not know the law and the consequences of being caught.

The Case of Shoplifting:

The major study in the field of shoplifting was conducted on a sample in Chicago.* In that study, it appeared that "most shoplifters are pilferers and most pilferers are sophisticated rather than impulsive pilferers". That is, they do so in a planned way and continuously over a long period of time, but they steal for personal use rather than as a way of making a living. The impulsive thief and the mentally abnormal (e.g., the "kleptomaniac") are very rare. A small but important minority of shoplifters are professionals. The non-professional often has a feeling of almost magical immunity to detection.

The pilferer who is caught almost never repeats his crime. Generally, he identifies himself as a non-criminal and has great difficulty

*Cf. Cameron.

accepting the idea that the store detective has placed him under arrest and that he is subject to legal procedures. It appears that the shock of the situation has a major change impact on his behaviour. He does not expect any support from his peers for his behaviour.

Most arrested were women, in this study, and the women more closely followed the above description. The males in most instances had convictions for offenses prior to their shoplifting appearance. The crime of shoplifting is committed fairly frequently by middle class people, but apparently not by upper class.

Among adults, non-professional shoplifting in that study appeared as almost exclusively a solitary activity, but among young people it was a group activity. The study suggested that probably the adult shoplifter learned as a child in a group and continued as an adult individually. Few shoplifters are caught and fewer prosecuted. Time in court would be prohibitively expensive to firms were they to prosecute all offenders caught.

Adults tended to steal things for themselves, not for other members of the family, things that were perhaps just a bit more expensive than they would buy.

While it appears that the shoplifters are not as a group seriously disturbed, a psychologist* who has treated some has identified certain symbolic motivations among his patients. For some shoplifting is symbolic of sexual gratification. Others use it as a way of gaining status or acceptance. Some shoplift to satisfy an unconscious need for

*Cf. Rourke.

humiliation and punishment, and others shoplift in order to gain revenge on others (e.g., parents). Depression seems to be a fairly common characteristic of shoplifters.

Studies outside of Chicago have confirmed the small number of recidivists. One study in the Netherlands* found that fewer than 4% of shoplifters arrested were repeaters. This report underscores the impact on the offender of shoplifting as an isolated incident, though very few shoplifters engage in the practice "just once" and then get caught.

Summary and Conclusions:

It appears that different kinds of things may be effective for deterring different crimes among different target populations. The generally most effective deterrent to crime is the internalized mores. Punishment has some impact, especially on acts that are not generally seen as making one a "criminal". Impulsive behaviour and crimes of passion are not easily deterred.

Broad programs of social improvement have not really been tried in attempting to deter crime, and their results if tried are far from certain. There is considerable question about the value of group work with delinquents and potential delinquents in terms of prevention, and knowledge of the law and its penalties does not seem to offer much hope of prevention.

The general prevention of shoplifting among young people seems rather difficult to achieve since it is primarily, though not exclusively, a group** phenomenon and the individual gets support from the group for

* Cf. Baanter.

**A group is used here to include two or more people.

his behaviour. Special prevention, however, may be more feasible. If stores made it a policy to force youngsters to face their behaviour as a serious breach of the law, those caught would in large measure be deterred from repeating the offense. The program of the Juvenile Bureau of the Police Department in Hamilton of giving shopkeepers cards to record names, addresses, etc. and of police following up with home visits to parents, without involving any court proceedings, probably serves as an effective special deterrent. At the same time, these minimal steps avoid for the shopkeeper the expensive process of appearing in court. They also avoid the negative legal consequences for these offenders.

The educational system can promote moral development in several ways. Hoffman suggests that incorporation of authority and rules is promoted by interaction of youngsters with authority figures who are rational in their demands and by the individual's own experience in taking the role of authority - including participation in decisions about behaviour, about rules of games - a role that can be shared with peers, etc. Moral values are also developed in children as they develop a capacity for empathy. Empathy can be developed when children see open expression of empathy by adults with whom they have contact and when they experience, through role-playing, situations that help them understand the behaviour of others and recognize that they might act similarly in similar circumstances. Affection also promotes moral development. The generally most effective kind of discipline to promote moral development is to point to reasons for not engaging in the undesired behaviour, especially in terms of the impact of the behaviour on others.

Since internalized and shared values seem to be the most effective deterrent to those acts generally seen as criminal, the educational system may be effective in general deterrence if it provides a quality program of social studies throughout the grades, so that youngsters see the system as a system and themselves as part of it. It has been argued persuasively that moral standards are highly vulnerable to internal and external pressures and that they must be firmed up by a continuing pattern of reinforcement and support. For that reason, as well, the spiralling of social studies content throughout the school years is important. This kind of program should not be simply didactic but should involve such techniques as role playing, games, etc. The program should be geared to produce a critical kind of understanding rather than simply a conformist acceptance.

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CHAPTER 6

RECOMMENDATIONS

The study of knowledge about the law revealed considerable gaps in knowledge at all levels, and the discussion of theory and research in the area of deterrence and moral development provided some possible directions for programs to deter illegal behaviour (or, looking at it from a more positive perspective, promote moral development). This chapter will draw the implications from the earlier chapters, implications for the educational system and for law enforcement.

Four implications are drawn from the preceding chapters, one related to law enforcement, one to the teaching of social studies throughout the grades, one to teaching about the law, and one to the education of teachers.

Law Enforcement:

One of the encouraging things the Committee discovered in the course of its work is that several programs are in operation or under consideration that make sense in terms of the findings of this study. In the field of law enforcement, the Hamilton Police Department program for dealing with shoplifting is such a program. (For details, see Appendix C.) As we discovered, most shoplifters are amateurs who stop after their first contact with the law. They are hard to deter in the first instance, but being caught seems to be an effective deterrent for most of them. Consequently, it is the recommendation of the Social

Planning and Research Council that this program, which is being continued by the new Hamilton-Wentworth Regional Police Department, be given serious consideration by other police departments.

Social Studies:

The first recommendation to the educational system flows from the need to stress the importance of social studies content throughout the educational system. When referring to "social studies" we narrow the concept to mean a program that helps students understand and appreciate the way that society functions, the various roles and statuses in society, the "rules" and values of society and the reasons for them, and the kinds of "demands" that people make on one another in their interactions. It seems advisable that elements related to social studies be interwoven with other subject matter throughout the school day rather than restricted to a period reserved for "social studies".

It appears to the Social Planning and Research Council that similar and related social studies content should be introduced throughout the grade levels in ways to help young people incorporate concepts and values. The studies to which reference is made in Chapter 5 ("Education and Deterrence") imply that illegal behaviour is deterred to the extent that people see themselves as part of a system, a system of which they have an appropriate (though not an uncritical) understanding. They also suggest that the social studies content should not only discuss the workings of government and society but also should involve student participation in decisions about behaviour and rules of games, with peers and authority figures, as well as training in

development of empathy for others. It appears that in these regards education should expand upon use of role playing, games, etc. Schools should consider greater utilization of community resources such as juvenile and youth services of police departments, lawyers, and other professionals and volunteers in the fields of corrections and justice in order to give more breadth and depth to social studies in those matters relating to a knowledge of the law and legal institutions.

Contacts that the Committee had with the Ontario Ministry of Education make clear that the Ministry is actively involved in promoting the use of such imaginative approaches to education. Several publications from the Ontario Institute for Studies in Education* discuss moral education, its implications, and techniques for carrying it out.

In a recent speech, the Hon. Thomas Wells, Minister of Education, stated his belief** "that schools must increasingly plan for the inclusion of moral education in their programs." He quoted favourably the following passage from the final report of the Committee on Religious Education in the Public Schools:***

The curriculum innovation which we recommend, then, in the field of moral education is the establishment of a program (as opposed to a course), to be carefully planned but administered incidentally throughout the whole school spectrum. The program will have as its

* E.g., Clive Beck, Moral Education in the Schools, Toronto: Ontario Institute for Studies in Education, 1971.

** Thomas L. Wells, Remarks to the Ontario Education Association 1974 Conference, Toronto, February 15, 1974, p. 13. Emphasis removed.

***Committee on Religious Education in the Public Schools. Religious Information and Moral Development. Toronto: Queen's Printer, 1969 Emphasis in the original.

focus character building, ethics, social attitudes, and moral values and principles..... the precise concerns enumerated in our terms of reference. We shall hereafter refer to it as the moral development program. Let us repeat that what we are recommending is a program of emphasis throughout the school, not a course of study in a subject area.

At a local level, the Halton County and Hamilton Boards of Education is developing a program in values clarification at all grade levels. (See Appendix B.) A variety of materials about values and the promotion of moral development is currently on the market, in the form of literature* as well as in the form of games.

On this same theme, Dr. Robert Stoessel, a clinical psychologist at a New York City Hospital, is reported to have pointed to the importance of work on moral development in order to have an impact on the problem of drug abuse. While his comments are made with regard to drug abuse, the same principle is involved when one considers moral development in general. The Journal of the Addiction Research Foundation summarizes Dr. Stoessel's views:

To come to grips with the problem of drug abuse by school children, the school system will have to assume a creative role in the development of the child's value system. . . .

.....Value clarifying techniques are available. Although they differ in detail for different age groups, they follow the same principles regardless of age.

*E.g., Sidney Simon, "The Teacher Educator in Value Development," in Phi Delta Kappan, vol. 43, no. 10, June, 1972; Peter McPhail, In Other People's Shoes Teacher's Guide. London: Longmans, 1972, and other materials in the Lifeline Series of Longmans, in the Schools Council Project in Moral Education.

It is important that the child arrive at his own value system, rather than having it mandated for him by the teacher. Therefore the teacher must develop a classroom atmosphere in which children can freely exchange opinions about their value systems - why they do the things they are doing, what are the probable consequences of their actions, and so forth - without being either judged or criticized for their values.*

Knowledge of the Law: X

While it is desirable that the educational system continue its work to improve its teaching of social studies throughout the grades, it also is clear from the findings of the study of knowledge about the law that there are some important weaknesses in knowledge of the law. A generally prosocial world view requires an appreciation of how and why "the system" operates the way that it does, but an appreciation of this operation calls for some knowledge of the rights and obligations of the citizen and of the judicial process. It is precisely in these areas that knowledge among students (including the future teachers at Hamilton Teachers' College) was most lacking. Lack of knowledge was also noticeable in the area of juvenile law.

Similar conclusions about the state of general knowledge were reached at a meeting sponsored by the Canadian Council of Christians and Jews in 1971. This meeting, in Delaware, Ontario, brought together some 100 delegates from 11 Ontario communities, people from police departments, Home and School Associations, schools, churches, business organizations, professions, colleges, youth groups, etc. Two of the points on which delegates were agreed were the following:

*Thomas Hill. "'School System Must Assume Creative Role'," in The Journal (published by the Addiction Research Foundation of Ontario), vol. 2, no. 11, Nov. 1, 1973, p. 3.

"The public lacks understanding of the judicial system."

"Individuals do not know their rights within the legal structure of our society and system."

Their conclusion was "that everyone, today, should be exposed to a curriculum that includes 'law' and 'citizenship' ingredients."*

The most important issues related to the definition of crimes and their seriousness seem to be reasonably well known by youngsters, at least as they get older. Perhaps there would be some point in providing specific classroom instruction on various aspects of criminality such as the consequences of involvement in illegal behaviour including the less obvious offenses such as being a lookout during a theft. Specific content might well be included in the curriculum so that young people have an appropriate knowledge of the rights and obligations of citizens and of legal and judicial procedures and dispositions in areas such as -

the criminal record - how one gets a record, the limitations imposed on individuals who have a record, and possibilities of obtaining a pardon;

juvenile delinquency and the courts;

the concept of self-incrimination;

the rights and obligations of citizens when dealing with police;

the legal aid system.

*Community Relations and the Administration of Justice. Toronto: Canadian Council of Christians and Jews, Inc., 1973, pp. 9-10.

It appears desirable that in the course of the education of young people they receive a reasonable amount of information about the rights and obligations of citizens and about the operation of the judicial system, including the juvenile system. To some degree, knowledge of these elements of the social system may be pre-requisites to a prosocial world view on the part of people living in Canada.

Teacher Training:

Contacts with Hamilton Teachers' College personnel indicated that very little about knowledge of the law and legal systems has entered into teacher training programs. It is suggested that these aspects should be included in such programs and that courses should be made available for teachers who have not had the advantage of such courses previously.

Summary of Recommendations:

The current program of the Hamilton-Wentworth Regional Police Youth Division for dealing with juvenile shoplifters should be considered for adoption by other police departments.

It appears desirable that social studies content, as previously defined, should occur through the school grades and involve a variety of teaching techniques. Moral development should be one goal of social studies programs at all levels. It is hoped that both classroom teachers and those with responsibility for developing curricula at the local and the provincial levels, might give this recommendation careful consideration.

It appears that there is a need in the curriculum for specific content related to the rights and obligations of citizens and to the operations of the judicial system, including the juvenile system.

More training programs in fields related to social studies, as previously defined, should be developed and made available to teachers and future teachers.

APPENDIX A

QUESTIONNAIRE

Correct answer marked.

Key for categories (in the left margin).

A = rights and duties.

B = court and legal procedures and dispositions.

C = definitions of crimes and their seriousness.

Note: The letters did not appear in the left margin on the questionnaire actually used.

This is not a test. We are only trying to find out what young people know about the law.

Do not put your name on the paper. Just fill in your age and sex and mark the answers that you think are right. If you change your mind about an answer, be sure to cross out your first answer.

How old are you? _____

Male _____

Female _____

ANSWER THE FOLLOWING QUESTIONS

YES, NO, OR DON'T KNOW

A,B. 1. Is a young person who is tried in juvenile court allowed to have a lawyer to defend him?

Yes ☒ No ☐ Don't know ☐

2. John takes a car, drives it around the block, and returns it. Has he committed an offense:

C. a) if the car was unlocked and the key was in the ignition?

Yes ☒ No ☐ Don't know ☐

C. b) if the car was locked and there were no keys?

Yes ☒ No ☐ Don't know ☐

C. c) if it was his parents' car and he did not have permission?

Yes ☒ No ☐ Don't know ☐

A. 3. An adult charged with an indictable offense (such as theft of an automobile, shoplifting, breaking and entering, or possession of stolen goods) must allow himself to be fingerprinted and photographed.

Yes ☒ No ☐ Don't know ☐

A. 4. A person who sees a crime being committed must by law try to stop the crime.

Yes ☐ No ☒ Don't know ☐

A,B. 5. A person who is eligible to serve and who is called for jury duty must serve, unless excused by the court concerned.

Yes ☒ No ☐ Don't know ☐

B,C. 6. There are some offenses for which a person convicted will get a criminal record and others for which a person convicted will not get a criminal record.

Yes ☒ No ☐ Don't know ☐

- C. 7. John and Henry go into a store where John plans to steal something. Henry knows what John is going to do, but he does not steal anything himself. He just keeps an eye on the clerks for John while John takes something. Has Henry broken the law?

Yes ☒ No ☐ Don't know ☐

- A. 8. A person who sees a crime being committed must by law report that crime.

Yes ☐ No ☒ Don't know ☐

- B. 9. Can the official juvenile court record be used against you in adult court?

Yes ☐ No ☒ Don't know ☐

- A. 10. A person is asked by a policeman to help in making an arrest. He doesn't have any excuse for not helping. He just doesn't feel like it. Does he have to help?

Yes ☒ No ☐ Don't know ☐

- A,B. 11. Does a person charged with an offense have to testify in court about what he did?

Yes ☐ No ☒ Don't know ☐

- A. 12. A driver of a car must, when ordered by a policeman, show a driver's license, an insurance card, and a car registration.

Yes ☒ No ☐ Don't know ☐

IN EACH OF THE FOLLOWING QUESTIONS, THERE ARE FIVE CHOICES. CIRCLE THE
BEST ANSWER FOR EACH QUESTION.

Mark only one answer for each question.

- B. 13. John Smith sues Tom Brown for injuries received in an automobile accident. In what kind of court will the case be heard?
- a) Criminal
 - ☒ b) Civil
 - c) Family
 - d) Federal
 - e) Don't know
- C. 14. Mary has some illegal drug on her. Sue bought the stuff and sold it to Mary. Both of them are adults, and are found guilty by the court. Who can get the bigger sentence from the judge?
- a) Mary
 - ☒ b) Sue
 - c) The judge can give the same sentence to both of them.
 - d) He can only sentence the one he thinks is most guilty.
 - e) Don't know.
- C. 15. Mary, age 17, gets a purse from Henry, age 18. She knows Henry stole it from a store. If they are charged and taken to court:
- ☒ a) Both can be found guilty of a crime.
 - b) Only Henry can be found guilty.
 - c) If Henry refuses to take the blame, then Mary can be found guilty.
 - d) Henry can be found to be more guilty than Mary.
 - e) Don't know.

B, 16. Can a record in adult court ever be wiped out?

- (a) After a certain period of time, a person can apply to the government, and the record may or may not be removed by the government.
- b) No.
- c) The record is automatically wiped out after 10 years.
- d) For certain offenses yes; for others, no.
- e) Don't know.

C 17. Sally is an adult. She goes to school and walks off with someone's jacket, worth \$47. Mary, also an adult, goes into a restaurant. She takes a coat, worth \$500, and goes home. Both are found guilty in court. Under the law, to which one can the judge give the bigger sentence?

- a) Sally.
- (b) Mary.
- c) He can give the same sentence to both of them.
- d) The one who is older.
- e) Don't know.

B. 18. An adult is brought into adult court and found guilty of doing something against the law. A juvenile is brought into juvenile court and found guilty of doing the same thing. What is the difference in the way they are treated?

a) The difference is just that the judges are trained differently. Judges in the juvenile courts are trained to understand young people and their problems and are therefore able to make better decisions about how to handle these young people.

b) The judge in the juvenile court is supposed to be easier on you.

c) When a person is found guilty in juvenile court, the court punishes the parents too, because they should watch their children.

(d) When you are convicted in adult court, you are convicted of an illegal act, such as theft, and treated accordingly. In juvenile court, regardless of what act you are found to have committed, you are found to be a delinquent and treated as a person in need of guidance and protection.

e) Don't know.

A,B 19. A man sees a crime being committed. He is called into court as a witness. What must he do?

(a) He must answer honestly all questions which the judge requires him to answer.

b) He does not have to answer any questions.

c) He may refuse to answer questions which can get him into trouble with the law.

d) He must tell the court everything he knows about the crime.

e) Don't know.

B. 20. An adult is convicted of a crime. In which case does he get a criminal record?

- a) If he is sentenced to jail.
- b) If he is given a suspended sentence.
- c) If he is fined.
- (d) In all of the above.
- e) Don't know.

A. 21. If a policeman thinks you may have taken something and stops you on the sidewalk to question you, what does the law say you must do?

- (a) You do not have to answer any of his questions.
- b) You must answer all of his questions honestly.
- c) You need only tell him your name and address.
- d) You need only tell him your name, address, and why you are where he finds you.
- e) Don't know.

A,B. 22. An adult is charged with doing something against the law and he has no money to hire a lawyer. Under what conditions can he still get the help of a lawyer?

- a) He has a right guaranteed by law to have a lawyer if he is charged with any offense, big or little.
- b) Only if he can talk a lawyer into helping him for free.
- (c) If being found guilty can mean jail or losing his job.
- d) Only if he charged with killing someone.
- e) Don't know.

B. 23. A person has a record of conviction in an adult criminal court. What kinds of trouble is he likely to have because of this record?

- a) He may have trouble getting permission to travel in other countries.
- b) He may have trouble getting a job.
- c) He may have trouble getting into the armed forces and into some professions.
- ☒ d) He may have trouble with all of these.
- e) Don't know.

B. 24. A person charged with an offense will appear in adult court if he is

- a) 18 or over.
- b) 21 or over.
- ☒ c) 16 or over.
- d) 17 or over.
- e) Don't know.

C. 25. John and Henry go into a store. John steals a \$35 radio and Henry steals a candy bar. Both John and Henry are adults. Under the law, to which one can the judge give the bigger sentence?

- a) John.
- b) Henry.
- ☒ c) He can give the same sentence to both of them.
- d) The one who is older.
- e) Don't know.

B. 26. John Smith wants to get a divorce from Jane Smith and files a petition. What kind of court will hear the case?

- a) Criminal.
- ☒ b) Civil.
- c) Family.
- d) Divisional.
- e) Don't know.

B. 27. If an adult is charged with an illegal act, in what cases is the trial open to the public?

- ☒ a) In all cases, except where the judge decides it is necessary to keep the trial closed to the public to protect people.
- b) In cases where the judge agrees.
- c) In cases that the law permits but not in all cases.
- d) In cases where the defense and the prosecutor (Crown Attorney) agree that there should be a public trial.
- e) Don't know.

B. 28. John is found guilty of stealing. He is an adult. The judge decides to put him on probation. What does that mean?

- a) The judge lets him off this time with a warning to behave himself.
- b) The judge decides that he will put off making a decision until a later date. After he thinks about the case further, he will then call John back into court and he will make his decision at that time.
- c) The judge lets him out of jail on weekends.
- ☒ d) The judge orders him to keep certain rules. A court worker checks up on how he does and helps him. If he breaks the rules, the judge can send him to jail.
- e) Don't know.

B. 29. Sometimes juveniles appear for trial in adult court. When?

- a) When the juvenile asks to be heard in adult court.
- b) When the child's lawyer thinks he can get a better deal in adult court.
- (c) When the child is over 14 years of age and the juvenile court judge thinks that it is in the interest of the public and of the child for him to appear in adult court.
- d) When a child is charged with murder.
- e) Don't know.

APPENDIX B

DESCRIPTION OF AN EDUCATIONAL APPROACH
IN HALTON COUNTY AND HAMILTON

VALUE EDUCATION - K - 12

RATIONALE: "Ultimate moral motives and forces are nothing more or less than social intelligence.....
There is no fact which throws light upon the constitution of society, there is no power whose training adds to social resourcefulness that is not moral." (John Dewey, Moral Principles in Education. 1909)

A primary goal of the broad area of social studies is to educate children to become thinking-feeling citizens whose judgments will be based on factual analysis and sound reasoning, tempered with empathy and compassion. The educational agency as an extension of the family is committed to this goal. The manner (content and method) in which this is executed is the responsibility of educators in co-operation with representatives of the total learning environment, namely, students, parents, teachers, and supervisory personnel.

Hence, this project is dependent upon this larger goal. It is structured essentially by the parameters of co-operative research. It takes its practical direction from a project director and liaison personnel of the two major boards of education (Hamilton and Halton) involved and the contracting agency (Ministry of Education, Ontario). It draws upon established research produced by educators and researchers associated with similar projects at the Ontario Institute for Studies in Education, Harvard University, Values Associates, Inc., and the Schools Council of the United Kingdom.

For purposes of an operative definition, a value is a stable belief resulting from a judgment that an object is personally and socially

desirable as a goal, an action, or a mode of conduct which is based on a norm entailing both effect toward the object and intention consistent with the belief. Much simply put, it represents something of worth or worth prizing in human existence. Values are reflected in specific judgments or claims that individuals make.

Value education is unavoidable and has been used either explicitly or implicitly in most educational systems. The results have been unimpressive primarily due to the lack of direction and explicit treatment. If value education is to assist the learner to explore, identify, and decide upon values, then value clarifying techniques must be explicitly understood and utilized by the learner teacher and student. This is an essential assumption and a principal goal of this project.

Value theories provide the foundation and substance for value strategies or techniques. The educational soundness or adequacy of a curriculum project will depend upon such theories. It is the contention of project - if we might speak of it as a corporate body - that the development and implementation of positive and valid value theories have been validated through the efforts of several theorists and practitioners. We shall turn to them and to the native potential of the project's participants.

It should be noted that this is not a radically new curriculum program. It has been introduced in various degrees at schools in Canada, the United Kingdom, the United States, and Belgium. The results of this implementation have not revealed any adverse data. On the contrary, the effects have been very positive but limited by the heretofore short span of practice and observation.

OBJECTIVES:

Though objectives may be divided for reasons of clarity, they are usually interdependent and sometimes redundant. The project does locate its task in pursuing the following general objectives which are to:

1. promote the development of an understanding and appreciation of the learner's self-worth through (a) self-awareness and self-acceptance; (b) self growth and actualization; (c) self integration and maturation;
2. critically transmit one's cultural heritage and to nurture value clarification of acquired and to-be-acquired values;
3. arouse, stimulate, and promote an understanding and an interiorization of universal values such as love, justice, honesty, happiness, and life;
4. foster the understanding and practice of communication and empathy in social relationships in a pluralistic society;
5. introduce skills and learning activities that enable the learner to recognize, evaluate, choose, and give evidence for values.

The specific objectives illustrate more precisely the nature of the project as contractual research.

1. Assist the learner to: (a) make free choice whenever possible, (b) search for alternatives in choice-making situations, (c) weigh the consequences of each available alternative, (d) consider what they prize and cherish, (e) affirm the things that they value, (f) do something about their choices, and (g) consider and strengthen patterns in their lives.

2. Apply and assess different established value education models in the selected grade and classroom situations.
3. Identify, investigate, and assess the theory and application of value education models within the inservice or teacher preparation program.
4. Develop indigenous curriculum materials for use in an organically fused or integrated curriculum structure.
5. Prepare a report describing the process, the results, and value of the project study.

SCOPE OF THE PROJECT:

There are 11 schools participating (5 secondary and 6 elementary) representing grades K - 12, 15 teachers, and 4 supervisory personnel. The secondary school participation represents 5 subject areas, namely, business administration, English, home economics, physical education, and social sciences. The focus in subject areas in the elementary schools is on the social science component where such divisions exist. It should be clear that there is no new subject being added but rather a new or renewed emphasis will be given to value methods or processes at relevant occasions.

It is the intentions that a representative sample of parents and students will be involved at certain stages of the inservice and classroom activities. They will provide feedback to the teachers and partial communication to the total learning community. The assessment or evaluative procedures will involve entire classes of student subjects in some instances and random sampling in other situations which will include control groups.

"Cautious modesty" is encouraged in predicting any short term outcomes. While we do not suggest that we have discovered a panacea for personal and societal moral or value deviancy, evidence does indicate that learners with one or more behaviour characteristics of apathy, over-conformity or chronic non-conformity, indecisiveness, inconsistency, and underachievement have been assisted toward more integrated and mature behaviour patterns. Hopefully the project will merit an extension of time and personnel within the local and provincial educational community. Parents, teachers, and supervisory personnel thus far involved have expressed a high level of enthusiasm. They are appreciative to the public and the Ministry of Education for this opportunity to assist in improving the quality of the educational process.

The following few pages are selections from:

VALUES INQUIRY (Episodes),

Social Science - Junior Division

Published by the

Halton County Board of Education.

Rules, Rules, Rules

Problem - How might you act when you don't like a rule?

Values - Respect for rules.
Concern for others.

Strategy -

1. Introductory Activity

You might begin this episode with a discussion of the following questions:

Do you sometimes wish there weren't any rules?

Why?

What rules do you like?

Why?

What rules don't you like?

Do you ever feel that a certain rule is unnecessary?

What rule?

Why is it unnecessary to your way of thinking?

2. Clarification of Problem

Discussions on the following question:

How might you act when you don't like a rule?

Encourage students to speculate on answers to this question.

Now I would like you to examine how other students might act when they are told there are no rules.

Run off and pass out copies of the cartoons in Appendix A. Discuss each cartoon separately, having the students write in spaces provided what they think the characters are saying.

The following are suggested questions for each cartoon.

Cartoon 1

These boys have heard there will be no rules for their class or school this year.

How do you think they feel?

What do you think they are saying?

Look closely at the cartoon!

How could their excitement about no rules lead to problems?
Perhaps pupils will see that someone may be hurt by the actions of the others, i.e. one boy jumps up in the air and is held by boy 2 while boy 3 pushes 1 and 2.

Cartoon 2

These boys don't know any of the rules for the game of baseball. Their teacher has given them the equipment. What do you think he says to them about the game? Do you think he gives them the rules or do you think he simply says play ball? Why? What do you think each of them is saying? How do you think each person would feel about following the rules, playing without rules? What would you do as the teacher - as one of the boys?

Cartoon 3

Sometimes a rule keeps us from doing things we'd like to do. But it may also keep other people from doing things we wouldn't like them to do. What do you think is happening in this cartoon? What do you think each is saying? How will rules keep the middle boy from doing what he'd like to do as well as protecting him? What situations like this have happened to you?

Cartoon 4

Sometimes if we think a rule is wrong, we break it or avoid it. This might happen especially when someone our own age tries to enforce the rule. What do you think is happening in this cartoon? What do you think the boys are saying? What would you really do in the same situation?

Cartoon 5

Babies don't understand about rules. Look at the cartoon. What do babies do when they aren't allowed to do whatever they want to do? Do you think people ever act like babies when a rule prevents them from doing something they want to do? Explain! What do you do when faced with a rule a) you don't like? b) you don't think is necessary?

Cartoon 6

Sometimes following a rule seems to be "baby stuff".
We think we're old enough to handle the situation by ourselves.

What do you think is happening in the cartoon?

What do you think the boys are saying?

What other choices are available?

What are the consequences of those choices?

What's the best solution? Why?

Pupils may be allowed to colour the cartoons and design a cover to make a comic book.

3. Deducting Alternatives

After discussing each cartoon, return to the initial question:

How might you act when you don't like a rule?

Discuss the question listing alternatives on the blackboard.

4. Determining Consequences

Discuss the consequences to each alternative and list them on the blackboard next to the alternatives.

5. Making Tentative Value Judgements

A value judgement may be made a) individually
b) group
c) as a class

Record tentative value judgements on an evidence card.

Sample Evidence Card

Value Judgement: Rules are necessary.

Fact: Rules protect the individual and others.

Test: If everyone could do exactly as he pleased,
no protection would exist for the individual
or others.

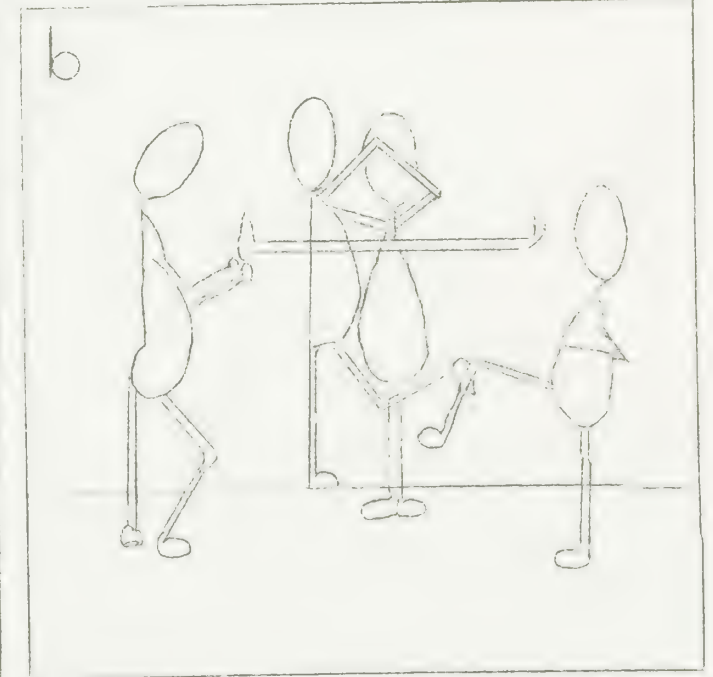
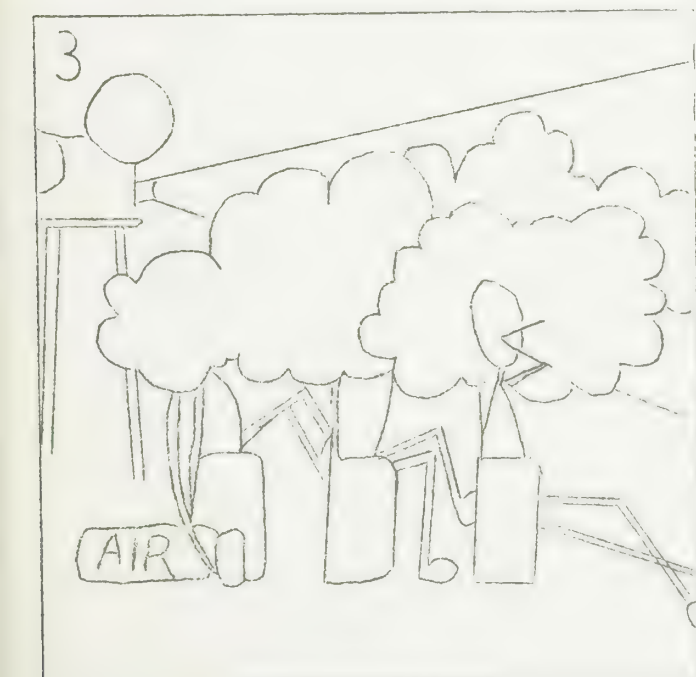
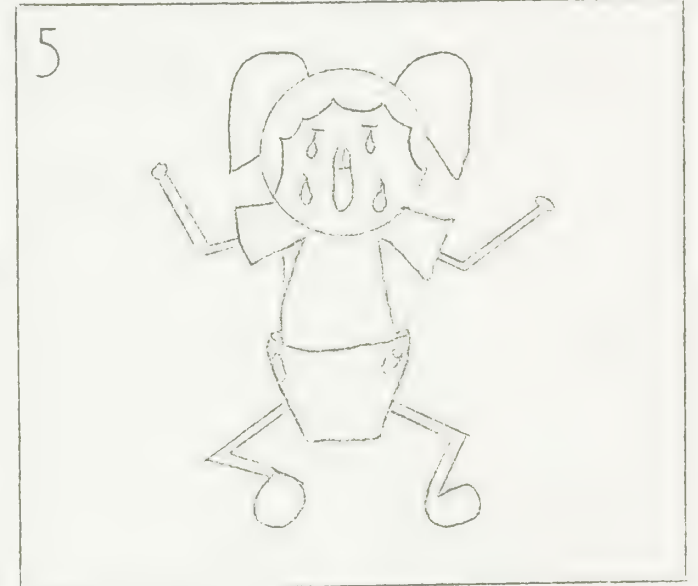
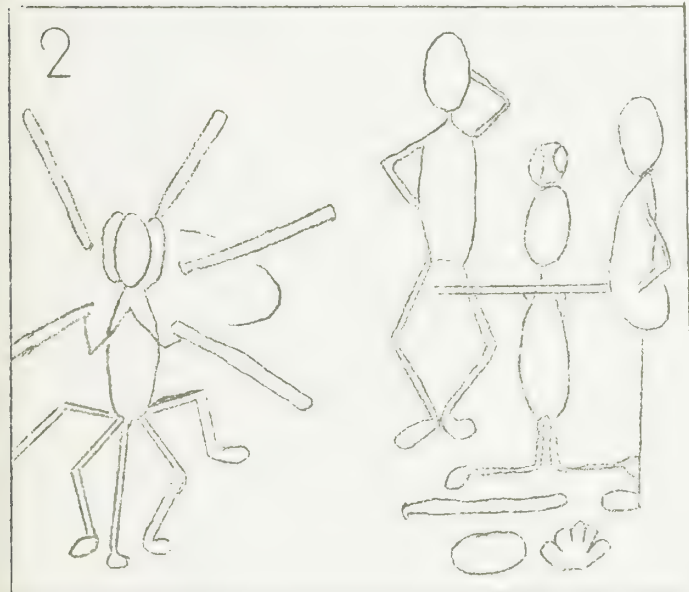
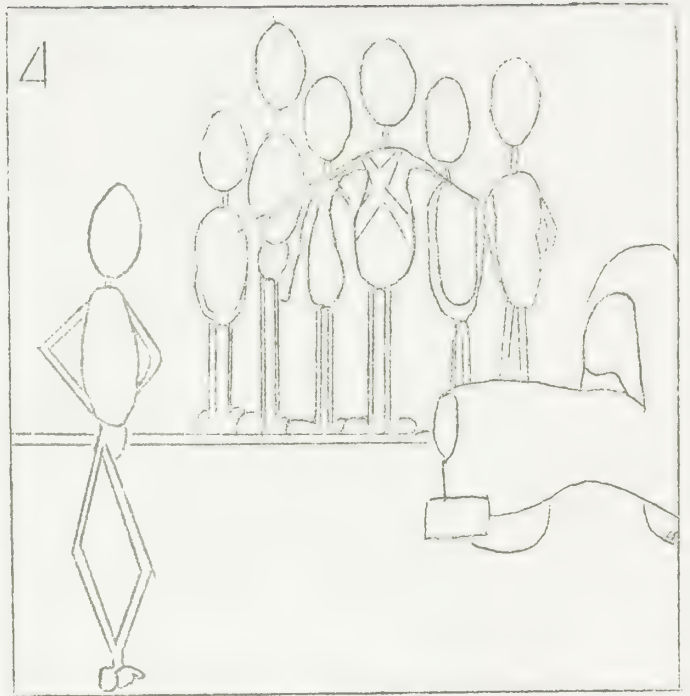
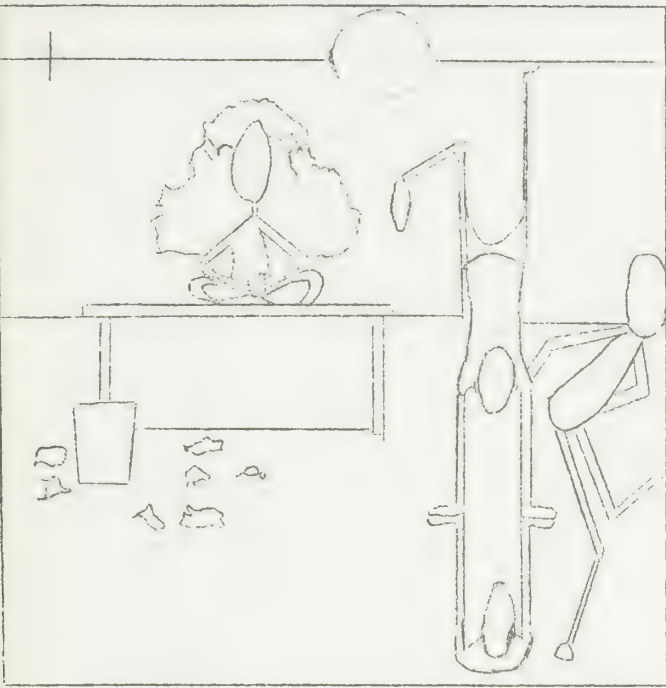
6. Testing Value Judgements

To test the value judgement about rules for 1/2 day, eliminate all rules in the classroom. Allow each person to do exactly as he pleases. For the remaining 1/2 day, have pupils co-operatively create a set of rules for the classroom and adhere to them strictly.

At the end of the day, complete the back of the evidence card, recording the good and bad aspects about rules vs. no rules and their value judgement.

Back of Sample Evidence Card

	Positive	Negative
No Rules		
Rules		



APPENDIX C

SHOPLIFTING IN HAMILTON:

THE POLICE ROLE

SHOPLIFTING IN HAMILTON: THE POLICE ROLE

by

Staff Inspector James Patterson
Officer in Charge, Youth Division

Theft of merchandise increases each year in Hamilton, especially on the part of younger members of our society. We are certain that this problem is international in scope.

We are looking at the problem in terms of:

- a) identifying or discovering the extent of the problem in the local community, and
- b) finding an effective method to deal with it.

Police reporting follows a complaint made by a victim of a crime, as in the case of shoplifting when the police officer responds to a call from the store where the offense occurred and takes charge of the individual(s) responsible.

This procedure does not lead to reporting of all shoplifting offenses that occur. In fact, we found that many children caught stealing in stores throughout the city were not reported to the police at all. In these instances, the merchants or their employees simply sent the children home with a warning.

To facilitate better reporting and improve apprehension of shoplifters in the larger department stores throughout the city, a simple reporting form was distributed to the store security personnel, together with a request that the basic information be taken in every instance of shoplifting and the report mailed in to the Youth Division office, or that it be held at the store to be picked up by police personnel on a regular basis.

The program was instituted in March, 1971, and in the first six months of the new program, 50% more juvenile shoplifters were reported than in the same period of the previous year. This increase showed quite conclusively that we are only made aware of the shoplifting problem when it is convenient and expedient to report it.

In 1972 we processed about 1,000 juveniles for shoplifting merchandise in the city of Hamilton. While some of these young people were recidivists or from out of town, most were first offenders, and the percentage of the shoplifters who were first offenders was greater than the percentage of juveniles apprehended on all charges by the Police Department who were first offenders. Most of the shoplifting juveniles are first offenders and commit the offense in groups of two or more. They come from "average" homes - that is, not homes marked by extremes of poverty, criminality, etc.

Every child coming in contact with the police, for whatever reason, is referred to the Youth Division for screening and further investigation when required. Shoplifters reported to police on the special forms from department stores are contacted at home, and the matter is discussed with the parents, following which a suitable disposition is made.

Every child with whom we come in contact has his or her own individual problem. The report on the child is examined and checked for previous incidents in police records. The officer

must consider the seriousness of the offense, the number of police contacts, previous agency involvement, attitudes, environment, school progress and behaviour, etc. Each case is dealt with in one or a combination of ways - for example, assigned to a Youth Division officer for further follow-up; referred to an agency already involved with the family, such as Probation, Children's Aid Society, After-Care Services, Big Brothers, Mental Health Clinic, etc. Or the case may be referred to the Juvenile Court.

It is safe to say that the majority of juvenile shoplifters are first offenders with no other apparent problems and are dealt with on the basis of a "Police Caution".

From this summary description of Hamilton Police Department procedures, it is easy to see that reporting is fundamental to any successful police intervention that is hopefully a deterrent for the shoplifting problem. We believe that, by encouraging the merchants to report everything, much more can be accomplished to reduce the problem.

APPENDIX D

TABLES OF CORRELATIONS

TABLE 6

Correlations of Responses, by Grade Levels*

1	2a	2b	2c	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
	H		H	T						H			H												E					E	1
		X	Y				H				E	H		H	H			T	H	E					O			H	H		2a
			H	E		Y	H		H	Y		Y				H	Y		O	T					E						2b
												H		E											E						2c
							H	X		X		H		E									H	T	E			E			3
							E	O	T	H	Y	H	Z				E		H				H								4
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Key: X = At all levels
Y = At High School and Teachers' College
Z = At Elementary and Teachers' College
O = At Elementary and High School
T = At Teachers' College
H = At High School
E = At Elementary

Significant at the .05 level.

*Correlations were calculated after dichotomizing responses into those correct and those not correct. The measure of correlation calculated was C, the contingency coefficient.

TABLE 8

Correlations of Responses, High School Level *

1	2a	2b	2c	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
a			a								o																				1	
y			a				a					a		a				c							a						2a	
			a											y	y		a		a					a							2b	
						a	y		c	y		a				a															2c	
							a		y		z	a										a									3	
							o		a		y	o						o					d								4	
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Key: a = + at .05 level
 b = - at .05 level
 c = + at .01 level
 d = - at .01 level
 o = + at .005 level
 x = - at .005 level
 y = + at .001 level
 z = - at .001 level

*Correlations were calculated after dichotomizing responses into those correct and those not correct. The measure of correlation calculated was G , the contingency coefficient.

TABLE 9

Correlations of Responses, Teachers' College Level *

2a	2b	2c	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
				a							b																		1
y	a															a													2a
																		a											2b
				c						a	c					o				c									2c
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Key: a = + at .05 level
b = - at .05 level
c = + at .01 level
d = - at .01 level
o = + at .005 level
x = - at .005 level
y = + at .001 level
z = - at .001 level

*Correlations were calculated after dichotomizing responses into those correct and those not correct. The measure of correlation calculated was C, the contingency coefficient.

TABLE 10

Some Correlations* Occurring in Responses by Elementary Students

Responses Correlated on Questions. . .	Level of Significance	Possible Explanation, in Terms of Element in Common
9 and 24	.001	Juvenile and Adult Court procedures and rules
18 and 24	.001	Juvenile and Adult Court procedures and rules
7 and 25	.001	Theft
24 and 28	.001	Court rules, proce- dures and dispositions
9 and 16	.005	Records
8 and 22	.005	Rights and obligations
18 and 20	.005	Records
15 and 25	.005	Theft

*Significant at least at the .01 level.

TABLE 11

Some Correlations* Occurring in Responses by High School Students

Responses Correlated on Questions. . .	Level of Significance	Possible Explanation, in Terms of Element in Common
2c and 7	.001	Theft
9, 27, and 14	.001	Options open to a judge
5 and 9	.005	Courts and their procedures
5 and 18	.005	Courts and their procedures
15 and 25	.01	Theft
24 and 27	.01	Courts and their procedures

*Significant at least at the .01 level.

TABLE 12

Some Correlations* Occurring in Responses by Hamilton
Teachers' College Students

Responses Correlated on Questions. . .	Level of Significance	Possible Explanation, in Terms of Element in Common
10 and 17	.001	Obligations of citizens
26 and 27	.001	Courts and their procedures
13, 18, and 28	.001	Courts, their procedures, and dis- positions
7 and 14	.005	Illegal acts related to complementary illegal acts
2c and 17	.005	Aspects of theft
17 and 25	.005	Kinds of theft
13, 18, and 27	.005	Courts, their procedures, and dis- positions
5 and 12	.01	Obligations of citizens
11, 16, and 26	.01	Courts, their procedures, and dis- positions
24, 27, and 28	.01	Courts, their procedures, and dis- positions

*Significant at least at the .01 level.

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